

THE DEAF AMERICAN

Vol. 36 No. 5 1984

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them we're the YLC
the mighty, mighty YLC!***



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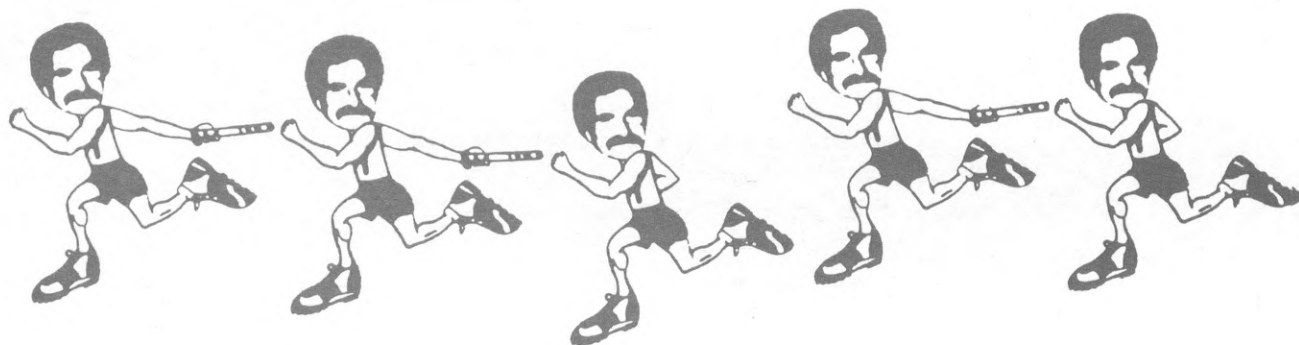
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CHOOSE FROM 5 STARTING POINTS

1984 CONVENTION CONTACT PEOPLE:

There are many people involved in planning the 1984 NAD Convention. You may need to contact one of them during the forthcoming months so a partial listing is provided for your convenience.

For questions or concerns on . . .

The convention in general:

William E. Stevens, *Chairman*
10317 Royal Road
Silver Spring, Maryland 20903
Phone: (301) 439-3856 (TDD only)

Information on convention workshops:

Dr. Roslyn Rosen, *Dean*
College for Continuing Education
Gallaudet College
Washington, D.C. 20002
Phone: (202) 651-5599

Information on convention registration and room reservations:

Charles Knowles
1044 Lakemont Road
Baltimore, Maryland 21228
Phone: (301) 744-9413 (TDD only)

Information on booth display programs:

Barbara S. Willigan
6392 Open Flower Street
Columbia, Maryland 21045
Phone: (301) 596-3636

Information on cultural and special events:

Richard Putney
506 North Market Street
Frederick, Maryland 21701
Phone: (301) 662-3997

HEADQUARTERS

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**National Association of the Deaf
37th Biennial Convention
July 3-8, 1984**

FOREWORD

by John Lopez

Not until I volunteered my summer vacation at the 1983 Youth Leadership Camp and wrote the story, "Youth Leadership Camp: Peerless in its 15th Year," did we realize that YLC has not been given enough national media exposure or credit for what it has done for Deaf America. Youth Leadership Camp richly deserves more recognition and support, financially and otherwise, from Deaf and all other Americans. We hope to generate further support with this special edition on YLC.

We also would like to consider this special edition a tribute to YLC founders—Gary Olsen and Frank Turk—who, we feel, have not received their due praise. Behind these two towering figures are also many, many unsung heroes. Staff members, guest speakers, and visitors have volunteered services for which many people get paid. If YLC ever sees the day it can pay its dedicated supporters their monetary value, our supporters will be wealthy. To say the least, they deserve universal recognition.

Many institutions boast of famous alumni, YLC can join the club and report that many of our YLC alumni have gone on to make breakthroughs in fields hardly challenged before by Deaf adults: John Yeh is now president of a successful computer business. Bob Daniels, who wrote the script and guest-starred in a TV episode of *St. Elsewhere*, and Marla Hatrak, who is Director of the Special Services Office in the United States Senate, are three of our many alumni prominent in their fields.

It amazes me how ardent YLC supporters such as Roger Claussen, Teresa Ezzell, Marla Hatrak, Ron Lake, Frank Sullivan, Frank Turk, and Bonnie Williams could submit articles even when they had their own deadlines to meet.

My thanks to all of you for helping to make it possible to compile these stories into a special section on YLC. And to our readers, I hope that these stories will give you a glimpse into the world of our young people, and that you too will become ardent supporters of YLC!



THE STOKOE SCHOLARSHIP

WHAT IS THE WILLIAM C. STOKOE SCHOLARSHIP?

The William C. Stokoe Scholarship is an annual award that is made to a deaf graduate student. The goal of the Stokoe Scholarship is to increase the number of deaf social scientists who are actively involved in research on Sign Language or the deaf community, whether in linguistics, psychology, anthropology, sociology, or other fields.

The third annual award of \$1,000 will be announced May 15, 1984. The award is paid in one lump sum directly to the student.

WHO IS ELIGIBLE TO APPLY?

Any deaf student who is pursuing part-time or full-time graduate studies in a field related to Sign Language or the deaf community, or who is developing a special project on one of these topics, is eligible.

WHAT DOES THE HOLDER OF THE STOKOE SCHOLARSHIP HAVE TO DO?

The holder of the Scholarship must create and finish a project within a year that relates to Sign Language or the deaf community. The holder must prepare a brief report (either written or videotaped) at the end of the project. Usually the project will be directly related to the student's work in school, but it does not have to be related.

HOW CAN I APPLY?

Write and ask us for an application form and instructions. In addition to the application form, you must send us a short proposal that describes your project, three letters of reference from people who have read your proposal, and your college transcripts.

Send all applications, letters, and transcripts to:

Stokoe Scholarship Secretary
National Association of the Deaf
814 Thayer Avenue, Silver Spring, MD 20910
Phone: (301) 587-1788

All of your application material and letters must reach us by April 15, 1984. We will announce our decision on May 15, 1984.

HOW DO WE DECIDE WHO GETS THE AWARD?

The committee decides the award on the basis of:

- how well your project relates to Sign Language or the deaf community
- your plan for doing the project
- your academic record and other relevant skills.

HOW IS THE SCHOLARSHIP FUNDED?

Most of the money for the Scholarship comes from the sales of a book, *Sign Language and the Deaf Community: Essays in Honor of William C. Stokoe*, published in 1980 by the National Association of the Deaf. The editors and authors of the book, listed below, donated all their royalties from this book to the Scholarship fund:

Charlotte Baker
Robbin Battison
Ursula Bellugi
Mary Brennan
Dennis Cokely

Gilbert Eastman
Carol Erting
Louis Fant
Britta Hansen
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Barbara Kannapell
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Ruth Stokoe
Raymond Trybus
James Woodward

THE CAMPERS SPEAK...

In the four years that I devoted to three summer camps, I found that Youth Leadership Camp in Minnesota is by far the best. I've had fantastic opportunities to really handle responsibilities — to really live it up! The campers are great, the staff is great, the challenge and rewards are there. YLC is a learning experience—the fun way. There's always something to be done and there's always excitement - a constant moving on. The location of the campgrounds in perfect—there's the lake, the wilderness, exciting summer storms, and a quiet nature setting of wild flowers. The impact of this experience wasn't made to be written. There are no words to describe the YLC experience; you must feel it for yourself. Go for it!

— Ron Lake
Hawaii

I grew up communicating orally, and attended the Central Institute for the Deaf of St. Louis. After that, I attended a hearing high school, for four more rough years of oral education. At the present, I am a student at Wilmington College, in my hometown of Wilmington, Ohio, and am majoring in P.E., Health, and Recreation. Wilmington College has no mainstreaming program, and is very small, having an enrollment of only about 800 students. I'm planning to attend Ball State University of Indiana, and to major in Special Education of the Hearing Impaired. I want, hopefully, to become a teacher of the Hearing Impaired.

I had a terribly big jump into the deaf world, with lots of frustrations, depressions, and misunderstandings, but I won the battle. In the summer of '81, I went to Youth Leadership Camp with

my long-time friend, Dwight Benedict, and his fiancée, Beth Sonnestrahl; both have been in the deaf world all their lives and have attended YLC several times.

I knew almost nothing about sign language. Having seen so many people signing in the past, I don't know why I didn't think of trying to learn. When I was introduced to Roger Clausen, the Director of YLC, I was very nervous, because he is a manualist, and doesn't move his lips at all. Dwight

*"Everywhere we go
People want to know
Who we are so we tell
them we're the YLC
The mighty, mighty YLC!"*

Benedict acted as my interpreter, translating what Roger said.

After the first two weeks, the going was rough. I was having a hard time getting the campers to pay attention to me in arts and crafts. Many of them thought that I should have been a camper, because I looked so young - younger than most of them. Also, they thought I was hearing, because I talked more than I signed. They probably didn't realize that I had decided to stick it out in the deaf world.

I woke up to the last day of YLC, and I couldn't believe it. I had stayed the whole four weeks. When I went home, many of the deaf people I knew were surprised. "You are certainly improving in your signing," they said.

I decided to return to Youth Leader-

ship Camp the following year. Now, I am on my way to my fourth summer at YLC. Every time I go to YLC, I learn more things in the deaf world. Still, I am learning more, and it is worth it.

— Bonnie Williams

Quotes: Survival Program

"... my group got to work instantly, because we had lots of energy and excitement. That night it rained—that removed some of my excitement. My sleeping bag was partly wet, and I had to sleep that way."

— Grace Shirk
Pennsylvania

"Survival is the worst day I ever had in my whole life. I had to work all day without stopping. I hated to stay awake and watch the fire for one hour late at night. I hated to sleep in the tent while it was raining. I hate to wear dirty clothes."

— Beth Wallace
Pennsylvania

"There was so much frustration and depression for us! For example, a boy from our group struck two matches and both went out. We were hungry and tired, and we couldn't do anything."

— Debbie Hammel
Indiana

"I was dreaming about cold cokes and hamburgers."

— Eran Karu
New York

"This program told me I was spoiled."

— **Frank Marcil**
Connecticut

"I was surprised that we were able to build a bridge and tower. It was fun. Before we built them, I thought that Mr. Olsen and his staff were crazy, but it really surprised me."

— **Julia Becker**
Texas

"I admit that while doing the jobs, the only thing in my mind was to quit, but I refused to quit. After the program ended, I felt good that I had gone through lots of problems and learned something good."

— **Robert Lewis**
New York

"It was a good experience, because I learned how to chop wood, to make many things like a ladder, and a stretcher, and to cook food at a fireside. There were many worthwhile experi-

ences—like walking through marshes, the canoe trip to Swan River, and an 8-mile hike. I never thought I could walk that far, but now I can say I have!"

— **Susan Menius**
North Carolina

"It was good for us to learn not to depend on others, especially the staff, too much. We had to figure things out by ourselves and to use our common sense."

— **Cathy Fischer**
Vermont

"I learned a lot, of course, by my cold and mosquito bites prevented me from being in the mood for these things."

— **Brenda Hall**
Virginia

"My question is why did we have to do it?"

— **Reggie Redding**
New Jersey

"I didn't like the Survival Program, but I value the experience."

— **Arlene Kersting**
Minnesota

"Most of all, I realized how I could give so much."

— **Paul Singleton**
Oregon

"Survival Program was one of most hellacious (sic) I ever had to do! They were the hardest days I ever had. But, in fact, I enjoyed it a lot and wished to continue."

— **Jeffrey Richards**
Indiana

"The best thing about this camp is the people!"

— **Sharon Rose**
Maryland

"I enjoyed going to classes and the *Daily Drum* (camp's daily publication) because our teachers there were very interesting, with loads and loads of good advice and improvements!!!"

— **Timothy Johnson**
South Carolina

"They encouraged us to be involved as a team, accept our frustrations, and learn to like things that we did not like."

— **Mary Gorman**
Vermont

"I was very surprised that I learned a lot more than in a year of schooling. I really can't find a way to thank the camp for its great teaching."

— **Vicky Maglicchino**
A proud New Yorker

"... one month, to me, seems like a step moved toward my future."

— **Paul Singleton**
Oregon

"When I came to YLC, I thought the camp would have difficulty teaching me to be a leader. I admit I am not a leader now, but this camp advised us on methods to become good leaders. During the Hatrak Survival Program, I was one of two leaders in my group. I enjoyed it very much."

— **Jeff Howard**
Oregon

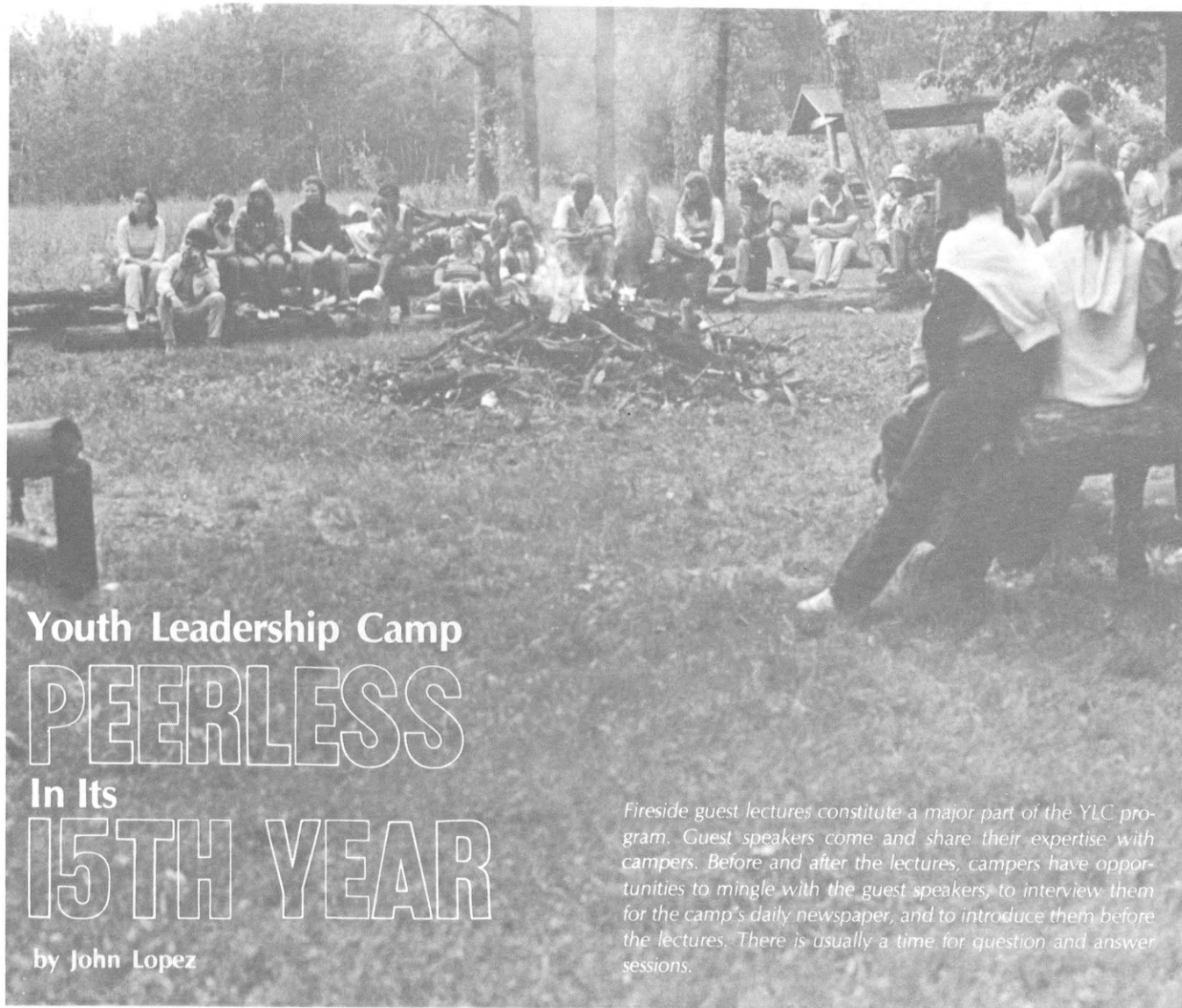
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Youth Leadership Camp PEERLESS In Its 15TH YEAR

by John Lopez

Fireside guest lectures constitute a major part of the YLC program. Guest speakers come and share their expertise with campers. Before and after the lectures, campers have opportunities to mingle with the guest speakers, to interview them for the camp's daily newspaper, and to introduce them before the lectures. There is usually a time for question and answer sessions.

In the fall of 1969, while working as a Vocational Rehabilitation Counselor, I was intrigued by the air of confidence one of my clients returned with from his summer vacation. My first impression was that he must have spent his summer with either B. F. Skinner, the famed adolescent psychologist, or with Dr. William Glasser, of *Reality Therapy* fame. I asked him where he had been, and he responded, "working at YLC (National Association of the Deaf's Youth Leadership Camp)."

That was my initial introduction to YLC. I was awed by the fact that my client had been miraculously converted from an unsure adolescent into an assertive adult, in a matter of weeks. He told me that he had decided to fulfill his secret lifetime ambition to pursue a master's level career in computer science. Simple as that career area sounds by today's career choices, this happened in 1969—at a time when many Deaf youth were timidly concentrating on "safe" career goals that were non-threatening to their disabilities.

Over the years, I have cultivated a history of YLC achievement stories. I became fascinated by the aura of YLC alumni. Their air of confidence and their awareness about themselves impressed me as something very special. As a result,

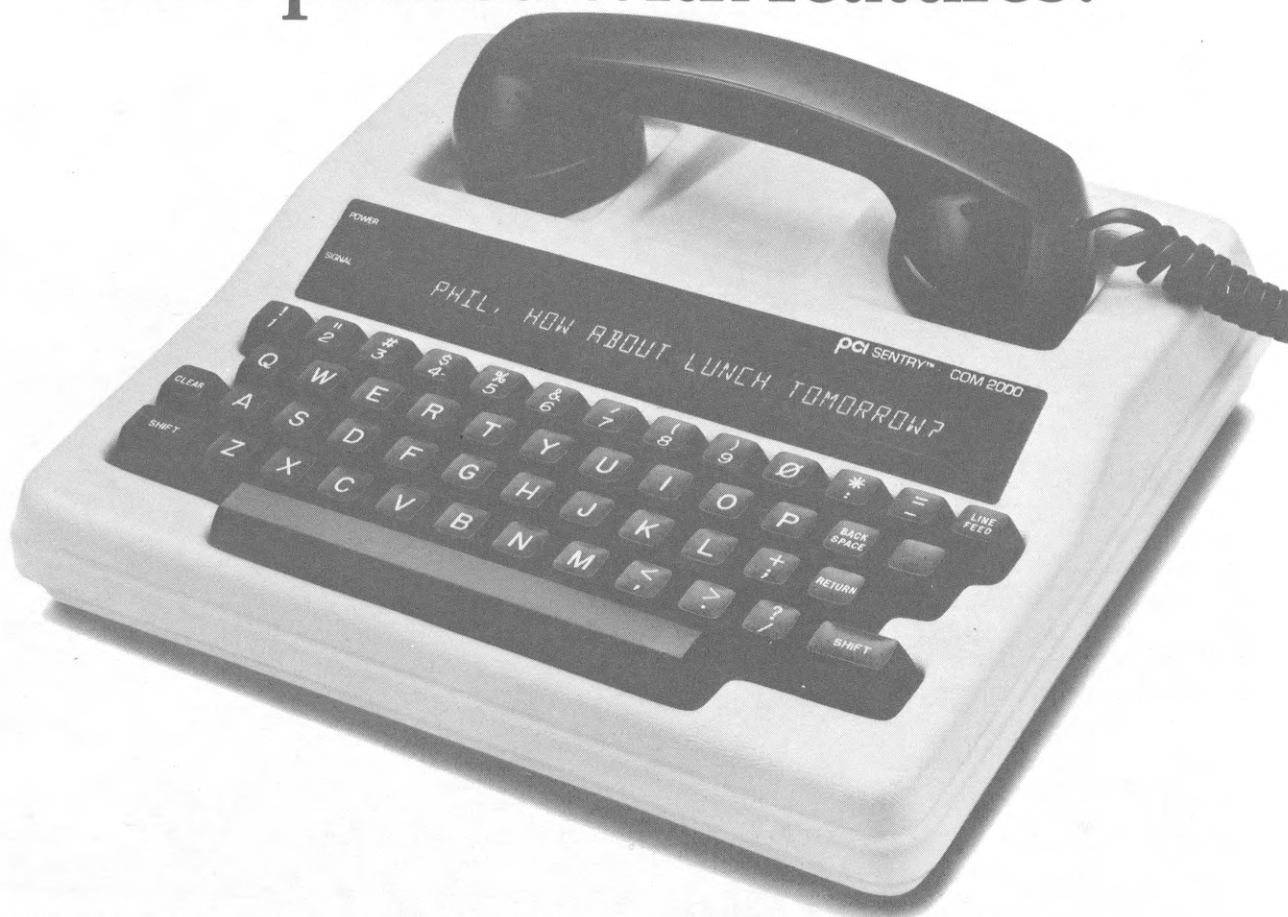
until last summer, one of my unfulfilled ambitions was to experience the YLC program.

I related to a YLC alumnus how she, as a high school student in 1972, had inspired me with her bold proclamation of "I am tired of seeing hearing people control our lives; Deaf people will eventually take control of their own destiny . . ." on a TV talk show on Deafness-related concerns and issues. These statements were especially prominent because they were made at a time when many Deaf people generally seemed blasé about their civil and individual rights. Our civil rights conversation eventually led to her suggesting that I volunteer my background and experience in civil rights at YLC. I was very interested in her suggestion, so she recommended me to Roger Claussen, the present YLC Director.

Before I knew it, I was on my way to the 1983 Youth Leadership Camp. Yes, at a tender Jack Benny age, the legend of YLC had me heading for God's country—the northern wilderness of Minnesota. I was ready to find out for myself, à la George Plimpton, what the mystery of YLC was all about—and to hopefully survive to relate that experience.

We arrived at Swan Lake Lodge two weeks before the offi-

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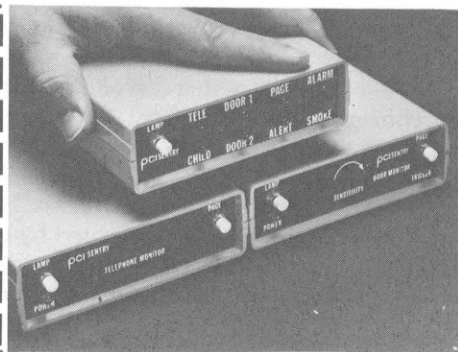
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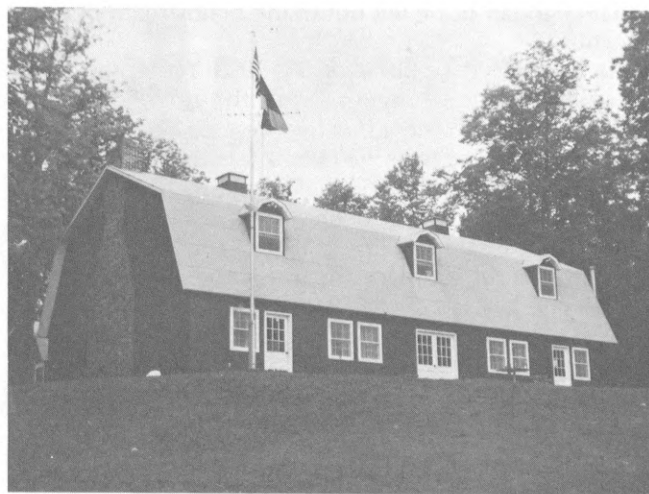
cial opening of the YLC program. The beautiful and scenic environment of Northern Minnesota was matched by the cozy manner in which neighboring folks welcomed us. What followed were two weeks of getting both the Youth Leadership Camp program and Swan Lake Lodge facilities into shape and preparing for the campers' arrival: staff orientation, cardiovascular pulmonary resuscitation, first aid training, and the like.

All of the above were within my city slicker frame of reference. However, about a week later, I had my first bout with "wilderness reality." I was sent out for two days with two other YLC staffers into the Minnesota woods, to explore suitable white water rapids for a future campers' inner-tubing trip. For me, it was the first real survival challenge I'd ever encountered, physically or mentally. I will not go into the details of this experience, although I will volunteer that this venture was the threshold of my YLC experience. It introduced me to my "inner limits" and made me very vulnerable to homesickness.

Finally, we began the hectic four week YLC program. Campers came from all walks of life and from all over the United States, including Hawaii and one foreign exchange student came from India. With the exception of one hearing camper who was to double as a camper-peer interpreter, there was a good mixture of students from regular school programs, mainstreaming programs, and schools for the Deaf. Their means of communication varied from oral to manual communication. They had some traits in common: enthusiasm, creativity, and intelligence. Many of the campers were actively involved with their Jr. National Association of the Deaf chapters back home, which made the purposes of YLC all the more meaningful.

The initial stage of the program had a social atmosphere, which helped the campers and staff become acquainted with each other. The campers displayed a lot of individualism during this initial stage. This first phase included YLC orientation sessions, lectures, group discussion, physical conditioning, and individual consultation with the YLC staff members. During the entire program, YLC had a lot of recreational, creative and thought-provoking activities. We had classes in parliamentary procedures, Deaf Heritage, and civil/individual rights. As a learning incentive, we had a "Camp Bowl" daily before lunch; it was a popular part of the day. We even had a benefit softball game—YLC against the local community—to raise funds to help the needy families within the community. The benefit returned the many favors from the local community and helped to do away with the "gimme" attitude among many of the deaf youth. Prominent among these different daily events were guest lectures given by individuals in Deaf America who have made significant contributions to their fields. Campers were encouraged to mingle with these guests, so that they could eventually hurdle into the mainstream with confidence.

As they say, "When the going gets tough, the tough get going!" Well, the going at YLC gradually got tougher, as the campers were rigorously led into the second stage of the program. This stage got them to step out of their usual "safe" environment, and to think about basic questions in their lives. They became prepared to be challenged intellectually and emotionally, to absorb new material and ideas and to work hard to develop new perspectives on being total and positive



Swan Lake Camp mess hall.

persons. They learned how to aspire towards a better quality of life, with determination and persistence. For both campers and staff, this stage became a psychological ordeal of nonsense drills in assorted virtues: discipline, courtesy, responsibility, obedience, untiring effort, neatness, physical exercise, and self-respect. It was also at this stage that the campers came to grips with reality, and acknowledged that YLC was not what they thought it would be—another summer of prototype summer camp pleasures such as archery, swimming, craft making, and canoeing. YLC was much more than any of these camp activities alone.

The aim of each camp project or exercise was geared to uncover leadership skills and abilities to establish good working relationships. The staff attempted to teach the campers how to deal with stress, build self-confidence, and avoid feeling overwhelmed. It was at this stage that the real characters and leadership potentials of the campers started to show. Leadership roles were reversed among some campers. The going became stressful for the camp staff too, as they had to monitor each individual camper's progress and morale, to assure that they would not have



For some campers, this could be the first time they've ever had to wash dishes. Many campers experience their firsts at YLC: their first airtrip, their first waterskiing thrill, their first time away from home.

a chance to fail or be left out of the mainstream of camp activities.

The undisputed highlight of the 1983 YLC came in the third phase of the program, with the unexpected and dramatic announcement that the dreaded Hatrak Survival Program (so named after the Hatrak family of Indiana, who underwrote the initial survival program) was about to begin. This was a bone-chilling experience for me; I still get goosebumps from the mere thought of that experience. Basic ground rules and instructions were given with split-second efficiency. Four groups of campers went into an Outward Bound-type survival program. Staff members were assigned to each group as observers. Aside from limited emergency medical assistance from the staff, the campers were literally on their own—"lost" in the vast unknown of Northern Minnesota for a couple of days, with only a compass and maps as their guides.

This venture was an especially tough mental and physical test because most of the participants had never been challenged to function at their maximum best—canoeing against white currents, hiking through waist-deep swamps, building monkey bridges over waterfalls and log rafting to cross lakes. Individual success in these group tasks depended upon learning how to become an effective team player. It was a time to exercise what they had been learning and preparing for since the initial stages of the program. It was a rite of passage for many campers.

The idea behind this grueling physical and mental test is that most adolescents are not challenged enough in our society today. YLC exposes them to adulthood by teaching them responsibility—for themselves and for their less fortunate peers. If they learn to first be responsible for themselves, then the rest usually follows from this positive survival experience.

YLC's Hatrak Survival Program was one of the most educational and fascinating human nature experiences I have ever witnessed. This stern test of character, amid personality conflicts and hordes of mosquitoes, was so rigorous that participants must have felt that its duration was eternal, although it lasted only a few days. Of particular interest was how some campers attempted to back out—they exhibited some excessive ways of manipulative human behavior. Some campers tried to withdraw from their responsibilities and made efforts to get sympathy. As a precaution, there was a registered nurse who toured the campsites to assure that no camper was physically unwell. As it became evident to the campers that they could not maneuver their way out, a peculiarly intense bond developed among them as a means of survival. By being in touch with reality and being able to fulfill their own needs, campers not only developed a keen insight into themselves, but into the people and things around them as well. By supporting each other (such as by carrying exhausted comrades) they experienced a feeling of worthiness. It taught them responsibility through involvement. In general, they were given the opportunity to experiment, observe, and experience the very best and worst of human nature.

The fourth and final stage of YLC was kind of a "tapering-off" period. Campers were allowed to wind down, to relate their experiences to each other, to critique the program and the staff, to propose constructive suggestions for

improving YLC, and to work on individual and group camp projects. In between, they blended recreational activities such as a racquetball tournament, white water inner-tubing, and a county fair outing. The most interesting factor about the final phase of the program was that the campers were on their own without being individualistic or being overly-dependent. By then, they were so self-disciplined and conditioned as a group that they could have easily taken over the management of YLC.

The final day and night of YLC was a very emotional experience for me. I could not look at the campers, for fear of breaking down. By then, I had to face the fact that they were not my children, and that the bonds we had developed had to be broken. I am sure I was not alone in this feeling; I saw sentimental faces everywhere among the campers and staff. The highlight of our last night together was a banquet, which the campers planned and the staff catered. After the banquet, the campers and staff members were given the opportunity to deliver personal speeches that related to their YLC experience and what they planned to do with their experience.

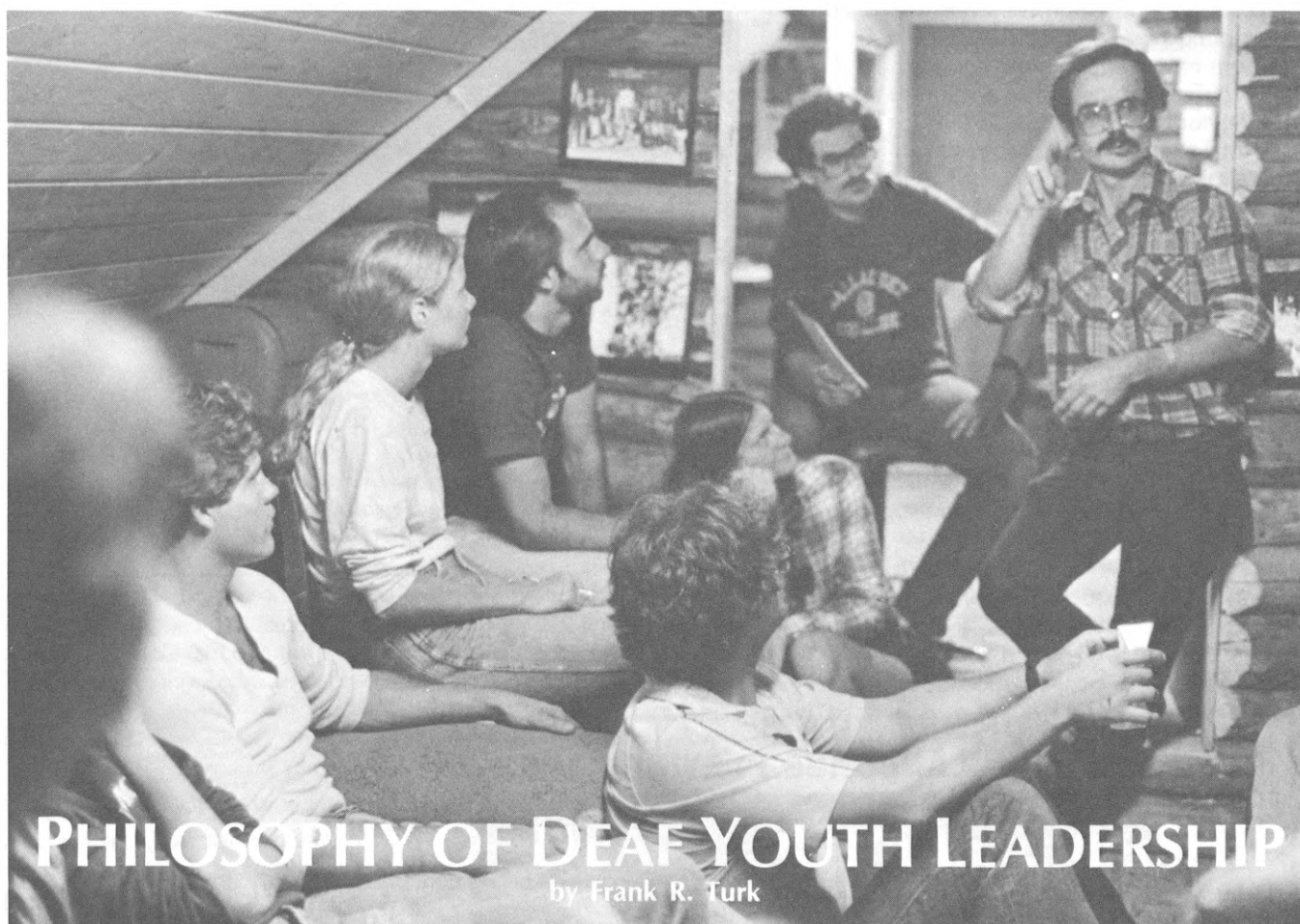
YLC came to a close with a candlelight ceremony by the Swan Lake shore. Each camper and staff member lined up, and then, one by one, faced each other, exchanged personal messages, and bid each other farewell. As each camper and staff member bid her or his final farewell, they placed their candles on a piece of wood that drifted slowly into the abyss of YLC experience that is eternal . . . to those who experienced it!

In conclusion, I would like to relate my observations of why YLC is very important to the future of Deaf America. Life in America is changing quickly. Among the changes that are affecting Deaf America is the emerging concept of mainstreaming. Although I do not disagree with the concept of mainstreaming, its success is dependent on how and by whom the concept is implemented. Foremost among my reservations about mainstreaming, is the fact that not many Deaf adults are involved in the process. As a result, many of our students in mainstreaming programs lack role models.

On the other hand, many students who are institutionalized in schools for the Deaf are isolated from their mainstreamed peers. As a result, the institutionalized and the mainstreamed youths seem indifferent to each other. I am also concerned about the attitude Deaf youths have toward their hearing impaired peers, and vice versa. As a whole, many of our Deaf youths seem to be relating to each other with a social myopia.

YLC helps to bridge the gaps that divide our youth. The program offers them a unique opportunity to reach out beyond themselves, and to function cohesively. Through YLC, our youth is given a time to reflect, and to reform opinions. The program has become, for many, a source of strength. YLC is a Deaf institution that, I believe, deserves the support of all Americans. ■

(Editor's Note: John Lopez is president of the District of Columbia Association of Deaf Citizens. He spent his 1983 summer volunteering as a public law instructor and a cook at the Youth Leadership Camp.)



PHILOSOPHY OF DEAF YOUTH LEADERSHIP

by Frank R. Turk

Roger Claussen the Director of YLC, conducting nightly staff meeting. Staff members discuss events of the day and the next day's program, vote on a camper who did something that day, and discuss other important things.

The initial concept of a leadership training program basic to the immediate and particular needs of the young people in school attendance was conceived at the Headquarters of the National Association of the Deaf at 2025 Pennsylvania Avenue, N.W., Washington, D.C. by the late Frederick C. Schreiber. It was his dream to have his philosophy of leadership reach beyond the NAD constituency to colleges, universities, and secondary schools in and outside of the United States of America. Today, Fred's dream is a reality with leadership programs extending to every corner of the country and, to some extent, abroad through various programs of the Jr. NAD in educational programs for the deaf throughout the nation, the Youth Leadership Camp for outstanding teenagers at Seven Lake Lodge in Pengilly, Minn. and the Youth Development Camp for young children at Pine Lake Lodge in Stroudsburg, Penn.

Leadership! How many times have we heard this word and agreed that, "Yes, any group of people, be it the Government officials or students or grassroots people, must have leadership, effective leadership, to achieve its goals?" Leadership means many things. It comes in many forms. The kind of leadership that we in the National Association of the Deaf are all out to develop, though, is the kind that cannot help but develop more leaders — the kind that is power *with* others, not power *over* others. To quote Ortega: "The select man . . . is the man who demands more of himself than the rest . . ." by developing, developing, and developing *success in others*.

Young people with leadership potential should be continually encouraged and enabled to develop that potential to the point where the resultant skills are utilized on a permanent basis—in becoming all that they are meant to be.

Adult leaders provide guidance geared to the basic needs and spirit of

the population. They demonstrate from time to time, *from behind*, a capacity for dedicated commitment to the problems at hand and a concern for the developmental needs of deaf youth leadership.

Some of the salient points about leadership:

Negative Emotions to be Avoided:

- | | |
|-------------|-----------------|
| 1. Fear | 5. Greed |
| 2. Jealousy | 6. Superstition |
| 3. Hatred | 7. Anger |
| 4. Revenge | |

Qualities of a Good Leader:

1. Courage
2. Self-control
3. Definiteness of decision
4. Definiteness of plans
5. Doing more than expected
6. Pleasing personality
7. Sympathy and understanding
8. Mastery of detail
9. Willingness to assume full responsibility
10. Cooperation

Leadership development styles vary from population to population, as well as from environment to environment. One effective style in an educational setting, for example, is that of utilizing the total campus resources—the faculty, administrators, staff members, and also leaders, supporters, and outside professionals from a wide area of concerns. The idea here is to involve all kinds of people in developing all kinds of students to their fullest potentials.

What is particularly needed on the part of the NAD leaders is application and implementation of the same philosophy when the all-level leadership activities are developed and conducted. Ideally, the deaf youth leadership philosophy is that all who wish to be leaders can be if they become *involved*, have the willingness to *serve*, remain *loyal* to the objectives of their organization, and possess untiring and unending *initiative*.



Dr. Frank Turk and Dr. Alan Hurwitz at Swan Lake Camp.

The most successful methodology used by Junior NAD since its origin is a John Dewey method referred to as laboratory-learning, i.e., people teach

people in the context of learning by doing. Successful leaders utilize the Dewey method that Gary W. Olsen, a legendary youth developer, calls "task-orientation."

The five basic objectives of the philosophy are:

1. Support—how to give it and get it.
2. Awareness—of self, others, and circumstances.
3. Self-confidence—how to keep it, develop it, and give it to others.
4. Positive-thinking—about self, others, and life.
5. Values—self, others, potential.

These activities are most commonly taught with and by tasks in:

- Group Process—to teach *support*.
- Communication—to teach *awareness*.
- Motivation—to teach *self-confidence*.
- Change—to teach *positive thinking*.
- Leadership—to teach *values*.

Young people in the developmental activity, for example, are trained to understand that support has to be real, authentic, and alive. An obstacle, a problem, or a block happens when an individual tries to give support but is unreal or phony. It does not carry with it a real "bottom of the heart" a "true gut" feeling. For them, particularly during their formative years, it is a challenge to be capable of support; this takes ability in wishing to give of the self, but it is also a challenge to accept it. ■

(Dr. Turk is Assistant Dean for Student Life at Gallaudet College.)

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WANTED: YOUTH

by Frank B. Sullivan



F. B. Sullivan

The National Fraternal Society of the Deaf, like any organization interested in the welfare of deaf people, must continually add young people to its ranks if it is to remain healthy and a strong force in protecting the rights of deaf persons.

It was young people themselves who conceived the idea of the NFSD 83 years ago, when the older boys at the Michigan School for the Deaf (MSD) banded together to become a lodge of the

"Coming Men of America," an organization for hearing people. This is somewhat akin to deaf people of today who want to become a unit of the Lion's Club.

The "Coming Men of America" organization lasted only briefly, as did many other fraternal orders of that time. At a meeting of the alumni of the MSD in 1901, the idea of a fraternal insurance society of the deaf was discussed and agreed upon to combat the assumption at that time that deaf people were poor insurance risks. They were either denied sick and accident coverage or were charged exorbitant rates for life insurance.

From this beginning, it has often been said, "a tall oak from a little acorn grew." The early years of the Society were rather difficult ones, chiefly because of the lack of confidence deaf people had in themselves. It was not easy for them to accept the idea that they could have their own fraternal insurance order managed by deaf persons. Gradually, confidence took hold and virtually all deaf leaders joined the ranks of the believers.

Over the years, the Society has evolved from serving only deaf males over the age of 18, to an organization serving all qualified deaf persons, their relatives and also persons involved in the field of deafness, i.e. teachers, interpreters, counselors, superintendents of schools for the deaf.

We like to believe, also, that during the passage of years the Society was highly instrumental in destroying, once and for all, the myth that deaf people were poor insurance risks. Our records have proven that deaf people are no different from hearing people when it comes to longevity. As a result, there is no longer the surcharge that was imposed for many years on deaf applicants for insurance. Accidental death benefits were

a no-no with most companies, until they found out that we offer this feature without any qualms.

The aforementioned is a brief background of the Society's history, so we will now get into another very important aspect of our operations—our fraternal activities. Insurance companies are now competing with the Society for the insurance dollar, but very few, if any, are interested in doing anything further. It is unfortunate that we are looked upon as "just another insurance company," for what insurance company has done as much for young deaf people of our country and Canada as the NFSD? Since the origin of the Jr. NAD, the Society has been one of its strongest supporters—financially and otherwise. Adult leaders involved with the Jr. NAD will testify to this.

A prime example of the Society's commitment to youth in recent years has been its spending between \$15,000 and \$20,000 for educational purposes. This has been in the form of ten \$500 scholarship awards each year (since 1973), \$50.00 savings bond awards to an outstanding graduate of each school for the deaf in the country, and an award of equal value to graduates of schools for the deaf in Canada (since 1970). All-America awards in basketball and football have been presented to outstanding deaf athletes in these sports since 1950. There is also an "Athlete of the Year" award given annually since 1968.

Portfolios for those attending Jr. NAD conventions have been supplied by the Society since they began in 1968, and they will be supplied again this year when the Jr. NADers meet in St. Augustine, Florida.

The World Games for the Deaf participants from the U.S. and Canada have also been recipients of the Society's involvement with youth. Travel bags have been furnished for the athletes since the 1965 Games held in Washington, DC. At that time all athletes, both our own and those from other countries, were furnished travel bags filled with various gifts supplied by numerous manufacturers that the Society contacted.

We have always had the feeling that our expenditures on youth were good investments for the Society, in that these youngsters would eventually become members. Some have, but a great many still have not. With the appointment of Teresa Ezzell as Youth Relations Director for the NAD and the NFSD, we are confident that the Society will be given more visibility than it appears to have had. We are not just looking for members. We are also looking for young people to develop their leadership skills in our Divisions all over the country. The Jr. NAD slogan, "Joining Nourishes Adult Development," most certainly applies to the NFSD, also. ■

(Dr. Sullivan is Grand President of the National Fraternal Society of the Deaf.)

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SEND A KID TO CAMP

by Teresa M. Ezzell

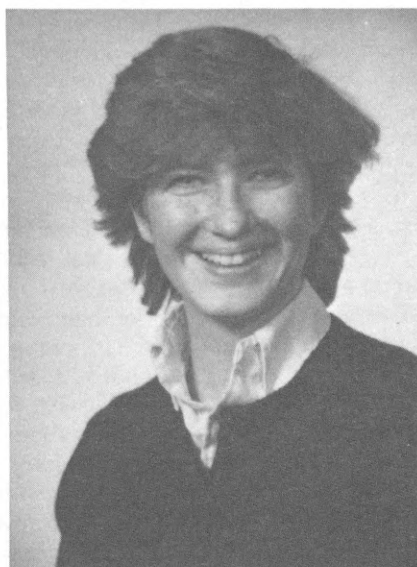
Every kid who's been to Youth Leadership Camp will tell you that it was worth every penny, and I believe, every parent will vouch for this. One thing, however, is that such an experience can be very painful to pocket-books. In a time of a healthy economy, this may not be a problem, but with our present economy, many families simply cannot afford the luxury of sending their children even to day camps. As a result, we must seek alternative financial resources, such as supplements, or by matching funds on a need scale basis.

Here are some ideas on how you can help send kids to camp. Creativity should not stop here. Draw on resources from within yourselves.

If you are a member of a local club or organization such as the NFSD division, a deaf club, the Gallaudet College Alumni Association chapter, a Phi Kappa Zeta chapter or any organization in which deaf people with specific interests gather, you can simply set up a fund within your organization to send at least one teenager to camp every summer. Your organization can sponsor a huge fund-raiser every year for this purpose.

Setting up a fund within your organization is one way to raise money. Another way would be to form a statewide committee to seek financial sources from other clubs/organizations. This requires careful planning; you don't want several of the clubs/organizations asking the same civic club for donations to send kids to camp. The committee can choose certain local clubs throughout the state to work with on a local basis and obtain donations from local civic organizations.

The statewide committee should be comprised of people with a range of



Teresa M. Ezzell

experience. Include on the committee several members with experience in public relations and in fund-raising. Good public relations skills are important, because the committee will find it necessary to make speaking engagements at civic clubs.

Some starting pointers for the committee:

- Contact local service clubs (civic clubs) such as the Lions Club, Jaycees Club, Kiwanis Club, Quota Club about sending a kid to camp. They may be interested in setting up a fund. One such club in Arizona is in the process of starting a fund to send kids from Arizona to camp every summer.

- Find out if there are any scholarships/funds that the city or the state government offers to young people. With young people being the focus of national attention, as a result of a nationwide study on educational standards in our schools, this may be the golden moment to take advantage of

our local and state authorities' concern. There may be something in store for a state or a locally funded scholarship to send kids to YLC.

- Sponsor an event every year to raise money.

- The schools may be able to offer some support. Some of them have scholarship funds to send kids to colleges. They may be interested in setting up a separate camp scholarship fund.

- Contact local parents' groups. There are parent organizations at schools, and they are strong advocates of their children's well-being and development.

- Some large companies have programs that give money to worthy causes. Some companies that come to mind are worth investigating: Eli Lilly, Johnson and Johnson, IBM, Coke, and Pepsi, to name a few.

- Police and firemen's fraternal organizations and local newspaper companies may be able to occasionally sponsor sending at least one kid to camp.

- There are pro-players' associations that send children to summer camps. One such association in Florida sent several kids to YLC last summer.

- Don't forget the YLC alumni. You'd be surprised that there will be many who will gladly donate some money toward a camp scholarship fund.

The pointers mentioned above are just a few of the things you can do to organize and promote camp scholarship funds. Again, draw on the resources of the committee or the organization in this project. ■

(Ms. Ezzell is Youth Relations Director of the joint National Association of the Deaf/National Fraternal Society of the Deaf Youth Relations Program.)

GARY OLSEN AND FRANK TURK

Our Founders, Our Patriarches, and Our Ever-Lasting Champions

by Marla Hatrak

They were finishing one of Jr. NAD's firsts—the 1968 Jr. NAD Convention in Washington, DC. With the historical Jr. NAD Convention proceedings on hand, they were driving to the Missouri School for the Deaf to coordinate the printing of the proceedings. They were deliberating how a week-long convention was not adequate to get much done with the Deaf Youth of America. They felt that they needed at least a month to accomplish what was needed. Coincidentally, they passed some road signs directing traffic to camp sites. The need for a month-long leadership program for Deaf youth and the camp site signs were incorporated into a far-fetched whim.

It was still a dream when they tried to round up a few supporters. Among their early followers were Vic Galloway, John Kubis, Alfred Lamb, the Don Paddens, Mary Jane Rhodes, and Larry Stewart.

Gary Olsen took to developing the program, while Frank Turk concentrated on finding the appropriate facilities. Pine Lake Lodge in Stroudsburg, PA, was rented for the summer of 1969 for the first Youth Leadership Camp. The first summer of YLC was so successful that they decided to make it an annual affair—"an impossible dream" that is now in its 15th peerless year—a monumental testimony to those two distinguished Deaf individuals—Gary Olsen and Frank Turk.

It would be impossible to relate all of the time and sacrifice Frank and Gary have contributed to America's Deaf Youth. To this day, both continue to champion programs for Deaf youth. Gary Olsen has gone on to found yet more programs for different Deaf Populations such as the National Jr. NAD Advisors Workshop at Indiana School for the Deaf in 1971, the NAD Branch Office in Indianapolis, and the NAD's Lead-

ership Deaf Program for grassroot Deaf people. Indeed, we would need a separate article listing and detailing each of Gary's accomplishments to date.

Frank Turk, on the other hand, went on to form a partnership with the Don Paddens to purchase a 42-acre site in Pengilly, MN which since 1970 has been known as Swan Lake Lodge—home of the Youth Leadership Camp. Because he genuinely cares about Deaf youth, he has stubbornly stuck it out—all so that Deaf youth could sojourn there each summer for one month at minimal expense. During his reign as Jr. NAD Director for 14 years, Frank Turk motivated many young deaf leaders all over the country.


Gary Olsen and Frank Turk taught us that "actions speak louder than words." Their triumphs against the insurmountable odds of the usual "it cannot be done" attitude is amazing, but neither has exhausted their supply of perseverance.

Rallying into its 16th year, YLC is the only institution for the Deaf in America where solely Deaf people run the show. YLC has become a "shrine" where Deaf youth go, not only to develop their leadership skills, but to find their self-identities and thus, develop into full persons. It is the place where Deaf youth are exposed to, and rub elbows with, a parade of prominent Deaf Americans and where Deaf youth learn that, with determination and perseverance, nothing is impossible. YLC is the place where doubting Deaf leaders have been known to come and give, only to be "recharged" and to leave full of optimism about the Deaf America of tomorrow. It is a place where Deaf leaders can see that the time and effort spent on Deaf youth is not being wasted. It is a place where true Equal Economic Opportunity prevails—Roger Claussen, the present YLC Director, started as a camp cook in 1969. YLC is the place where whoever has been there cannot help but to leave with a favorable impression. Gary Olsen and Frank Turk founded Youth Leadership Camp, and they built it so well that it still carries the legacy from 1969.


When we were campers, we always felt as if we, individually and collectively, were their joy. Gary Olsen and Frank Turk believed in us when it was not the vogue to support Deaf youth programs. When we made mistakes that invited criticism, they were always at the front sheltering us and then privately chiding us. They encouraged us to learn from our mistakes and to cultivate upon what we learned. They made us do things we thought deaf people should be excused from. They made us believe in ourselves and to achieve our maximum potential in the process. Above all, they made us believe that we did it by ourselves! ■

(Ms. Hatrak is Director of the Special Services Office, U.S. Senate.)

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Linda Annala grew up in New York City and received her high school diploma from Newton High School in Elmhurst, N.Y. She went on to Gallaudet to earn a bachelor of arts degree in psychology and added a masters in education from Western Maryland College. She taught intermediate grades in all subject areas to slow learners and average students at the Illinois School for the Deaf from 1970 to 1977, after which she felt the need to be of more service to other deaf people

with Usher's Syndrome. She entered New York University's program for Deafness Rehabilitation with training and emphasis on deaf/visually impaired and received a certificate in advanced graduate study in 1978. She was coordinator of the Louisiana Association of the Deaf's program for deaf/visually impaired before moving to her present position with the Helen Keller National Center as project coordinator at the Louisiana State Department of Education.

an interview with . . .

LINDA ANNALA

by Gene Petersen



Linda making a point at a convention.

Preface

When the term "deaf-blind" appears in this interview, please remember that this is a generic term used to save time. Since the person being interviewed has Usher's Syndrome, an explanation of the Syndrome is in order.

Usher's Syndrome:

This is a congenital/genetic condition which involves both hearing and vision. A person with Usher's Syndrome is born deaf, with inherent symptoms of Retinitis Pigmentosa, which does not manifest itself until early childhood with:

1. Night blindness or inability to see well in dark or dimly lit places.
2. Narrowing visual fields, known as gun barrel or tunnel vision.
3. Possible eventual loss of usable central vision in later years.

Usher's Syndrome is the leading cause of deaf-blindness and constitutes 50% of all the four general categories described below:

1. Born deaf or hearing impaired, then loses sight, or becomes blind later on in life.
 - a. Usher's Syndrome.
 - b. Geriatric deaf people who develop cataracts, glaucoma, diabetic retinopathy or detached retinas.
2. Born blind or visually impaired, then loses hearing or becomes deaf later on in life.
3. Born or becomes deaf-blind in early childhood from rubella or other diseases that can cause dual sensory loss (such as in the case of Helen Keller).
4. A hearing and sighted adult who loses both senses at one time or another, or simultaneously, due to illness, disease, accidents or acts of war.

So, when you see the term "deaf-blind," please keep in mind it is a generic term. If a specific etiology is referred to, it will then be noted within a general category. In this interview a major emphasis is on the etiology of Usher's Syndrome, which occurs in three to six% of the high risk deaf population in the country.

There will be times when you run across the term, "deaf-visually impaired." This is to point out the fact that some deaf-blind people can still see, but their vision is impaired because of Retinitis Pigmentosa (tunnel vision) or geriatric disease.

Petersen: Have you noticed any change in the attitude of deaf people toward deaf-blind people in the last 10 years?

Annala: This is a hard question to answer. There are no functional instruments to measure changes in the attitude of deaf people towards the deaf-blind. However, I would like to make one or two comments on attitudes, from the viewpoint of a person with Usher's Syndrome. Since information on Usher's Syndrome was made known to the deaf population in 1973-74, the trend has changed from a truly negative attitude of not wanting to associate at all with a person who is deaf-blind, to an open-mindedness about approaching and interacting with a person who is deaf-blind or hearing-visually impaired. I think the publicity and information on Usher's Syndrome has generated a more positive reaction among this generation of deaf people.

As for the older generation, I still see the hesitancy of deaf people interacting with their visually impaired peers. Habits do die hard, so I view this generation as something to learn from and to make constructive changes in reacting, responding and interacting with people who are deaf-blind or hearing/visually impaired.

Petersen: What is your biggest problem in socializing with deaf people?

Annala: Deaf people tend to have a limited perspective of the deaf-blind. So, in terms of socializing, I often have to overcome the first hurdle of convincing deaf people that "I may be half blind, but I can still see."

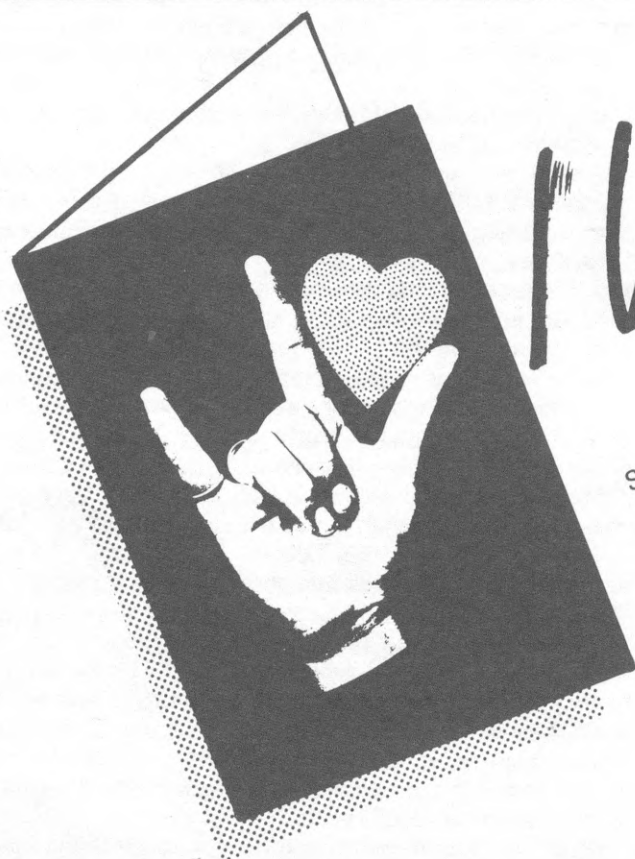
Petersen: Socially, are you most comfortable with deaf people, blind people, other deaf-blind people, or people with normal hearing and vision?

Annala: The basic ingredient I look for in other people is the ability to be comfortable with the altered mode of communication that is required in communicating with a person who is deaf-blind. I would also look for the friendship potential that might be present when encountering any person. When the friendship potential is there, with time, things could develop between the deaf-visually impaired person and another person.

Petersen: How about service providers? Who has been most helpful?

Annala: As I said in my response to the previous question about the potential and the willingness to accept the deaf-blind person as an individual with special needs, a service provider should be willing to take the time entailed in the communication process with the deaf-blind person. Once communication is established between the service provider and the consumer, the services rendered become more meaningful for the consumer. You don't know the joy the consumer derives from this gesture of good will.

What I am driving at is the consistent attitude and the state of mind when working with the deaf-blind individual. If a third person should ask about the deaf-blind person, would you answer for the deaf-blind person or permit him or her to respond to the question (when appropriate)?



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For example, a question might be. "When is So-and-so's birthday?" If this person is there, what would you do? Would you look it up in his file? Ask him point blank for his birthday? Or would you suggest the inquiring person ask him directly?

This is a good inventory checklist to see whether or not you have a good, healthy attitude towards this deaf-blind person.

The most helpful service providers are the interpreters. Without their services, I would not be able to communicate with the general public, other service providers, deaf people, or at conventions among deaf-blind people with various communication capabilities. Hats off to the special breed of interpreters scattered around the country who have been willing to learn how to adapt themselves to the special needs of deaf people with vision limitations.

Petersen: That was illuminating as far as individual service providers go, but I was thinking more in terms of agencies. Would you care to comment on the controversy going on about the appropriate agency for serving deaf-blind/visually impaired individuals whose first and preferred language is sign language?

Annala: In my experience as a client with both the Vocational Rehabilitation Division and the Commission for the Blind and Visually Handicapped, I found no difference in my personal treatment. I needed VR for a specific purpose and then had my case transferred in order to obtain assistance that only the Commission for the Blind could provide. An ideal solution would be to establish some kind of working relationship between the two sister agencies to serve the client in his or her best interests. A preliminary case review would determine the best agency to meet the deaf-blind person's needs, whether it be in the areas of intensive training, communication systems, personal adjustment training, orientation and mobility training, learning braille and the like. Each deaf-blind person is a unique individual and should be treated as such.

Petersen: I have heard that some deaf people are afraid of contact with deaf-blind people. Is this any more true of deaf people than of blind people or people with normal hearing and vision?

Annala: From years of continued contact with deaf people, I have come to the conclusion that deaf people are the ones who are most afraid of contact with deaf-blind people. For a long time it bothered me not knowing the root of their fear. It became clear that because these people have problems coping with deafness in the hearing world, blindness is what they fear most, because they would then lose the visual clues they have depended on for years.

Also, out of sheer ignorance, deaf people avoid contacts with deaf-blind people thinking this could be contagious. On the other hand, it could very well be the attitude of not wanting to bother making the contact with the deaf-blind person if they see one sitting in the area.

This brings to my memory an annual event in Southwest Louisiana. Every year there is a picnic attracting large numbers of deaf people along with their spouses—some of whom are visually impaired, and their children and relatives. I was there participating one year. There were scores of deaf-blind people scattered throughout the picnic area, sitting idly by, while many people with good and



Linda checking out one town's rapid transit system between flights.



Chairing an informal Deaf-Blind Cultural presentation one night during an AADB convention.

some with usable central vision stood around talking for hours. The deaf-blind people were just sitting around. One little boy was observed leading a much older deaf-blind man to his seat after he took care of his personal needs.

I also observed the same people sitting around talking, wondering who else was attending the picnic. Later that night, I found it quite difficult to go to sleep, mulling over the day's events, knowing it was not quite right just to bring these deaf-blind people and dump them in several places scattered over the picnic area. At this time of interview, I am observing increased awareness on the part of more deaf people to include deaf-blind people in activities, by taking greater care to have a good place for them to sit and periodically checking on their needs.

Petersen: What can deaf people do to make deaf-blind people more comfortable?

Annala: First of all, understand that deaf-blind people are people first, just like deaf people are people first, too.

Secondly, the deaf-blind person has communication preferences which a deaf person, can observe by watching this deaf-blind person talking and interacting; then approach this person to introduce yourself. You can talk

about the weather, the latest sports in season, or chat about a favorite hobby, or school background. If the deaf-blind person does not share a common background with you, then you can gain a wider understanding by taking the time to listen to his or her background. Usually, the cause of deaf-blindness will come up during this part of the conversation. You can listen briefly and share some of yourself as the deaf-blind person enjoys making your acquaintance.

There will be times when the deaf-blind person may need your assistance in obtaining drinks, refreshments, or in finding the restroom. A few minutes of your time in providing these simple courtesies can reap many rewarding memories later on.

Petersen: I still remember a fascinating conversation with a deaf-blind man where Sharon Carter, executive director of the ADARA, used both hands to spell out words simultaneously—in the hand of the deaf-blind man, and in the air for the benefit of the deaf people standing around. Of course, that's the ideal and few of us are so ambidextrous, so what can deaf-blind people do to make deaf people feel more comfortable and accepting of social contacts?

Annala: As you might understand from your viewpoint as a deaf person, you often have to convince hearing people that you are, first of all, a normal person who happens to be deaf and can communicate if special needs and problems are taken into consideration. Deaf-blind people have to work just as hard to break down attitudinal barriers to

overcome physical obstacles to communication. Ideally, your hearing friends will take a sign language class in order to communicate with you better. You, in turn, take the time to understand the hearing person and the background he or she comes from and to appreciate the cultural differences that are present in respective hearing and deaf cultures. You can exchange the flavor of cultures.

So, what I am trying to say applies to deaf and deaf-blind people as well as hearing people; learn to get along with one another with different techniques in communication—there are ways of doing things by auditory means, by visual means and by tactual means. These three techniques need to be observed carefully and you need to know when to switch from one means to another.

Petersen: If a deaf person breaks the ice and makes an effort to communicate with a deaf-blind person, is there danger that the deaf-blind person will then expect continued attention and make too many demands on the deaf person's time?

Annala: This question reminds me of an encounter at a national convention for professionals in the field of deafness. I ran into a prominent state leader of the deaf and asked him about the response of deaf people towards deaf-blind people. His response surprised me, but I realized the truth behind it. He stated that when deaf people come to a gathering, they come to talk with as many people as possible. Some small talk goes on, people cut in and then start

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over again, circulating among the crowd. But with a deaf-blind person, the state leader would feel tied down, not able to interact and socialize with other people. He explained that he would feel obligated to stay with the deaf-blind person throughout the event.

Thinking this over a bit, I responded by suggesting that he could seek out other deaf people, introduce them to this deaf-blind person and remove himself and go on socializing, passing on the suggestion to introduce the deaf-blind person to others. This tip was derived from a recent wine and cheese party hosted by a local deaf-blind group. I thought that was a pretty good idea to introduce and break off with another person coming in and getting acquainted.

Once a deaf person breaks the ice and reaches out to communicate with a deaf-blind person, the deaf person will then have an idea of what to expect from interacting with a deaf-blind person. Sometimes it entails a period of talking on small matters, just to see how one responds. Then if the deaf person is willing to take a risk in getting closer to a deaf-blind person, an activity such as going out somewhere, would reveal the extent of demands from the deaf-blind person.

There have been times when a person promised to pick up a deaf-blind person for an activity, but never showed up. The plans for the day or evening were shot. Sometimes the deaf-blind person gives it a second chance, depending on the reason for not being able to keep the first appointment.

Sometimes, the kind of treatment that a deaf-blind person gets will make him more demanding when forming plans. On the other hand, it could very well be a turning point for the deaf-blind person to realize that he or she has been too demanding and it is time to expect less and be grateful for opportunities that come his way.

Petersen: Personally speaking, what is the best and easiest way to communicate with you?

Annala: Since I now have limited visual fields and reduced ability to see in dim or dark places, I have two major considerations:

1. I need a comfortable distance of about six to seven feet in a well lighted area, plus the signer's wearing a contrasting top to ease the strain placed on my vision.

2. If the area is confined to three or four feet, such as in restaurants, elevators, crowded vehicles or any confining place, than I will need to place my "listening" hand on the signer's arm or hand.

If this is not possible, than I will ask the signer to please sign smaller in an imaginary enclosed signing area of about a foot square in front of himself. Special consideration would be to determine the appropriate square foot beginning at the lip level down to midriff and from shoulder to shoulder. Lighting is a factor, also. Try to pick out the brightest spot in the restaurant or ask the waiter to brighten the table.

As a last resort, I can always place my "listening" hand over your hand, trying to hold my own arm up not to inconvenience you any further. It helps a lot if I can prop up my arm. (Right now, I am trying to exercise my left or "listening" arm so that I won't get a charlie horse while talking with you.)

Petersen: Could you discuss other methods of communicating with deaf-blind people?

Annala: This is another question which requires a book-length answer! There are some books and pamphlets available at the NAD bookstore and also at the Gallaudet College Press.

The common methods are:

1. Signing "listening" hand over the "signing" hand. The continuum of communication mode could be used with this special adaptation.

2. Fingerspelling in hand. Several hand positions are available for greater ease of receiving or sending fingerspelling.

- a. "Listening" hand posed over the back of the "fingerspelling" hand.

- b. "Fingerspelling" hand posed inside the palm of the "listening" hand.

- c. Print on palm, or trace the letters of the work on the palm.

- d. Some coded systems, such as Morse Code, tapped over an acceptable area on the deaf-blind person's arm or hand.

- e. Two-handed British alphabet dancing over the palm of deaf-blind person's hand.

3. Mechanical devices such as Tellatouch, Braille TTY, Optacon (for reading).

4. Tadoma or tactual lipreading. This is done by the deaf-blind person placing his or her thumb over the lips and the fingers over the throat of the speaker.



Doing a telephone interpreting for a deaf-blind person via TDD. Linda reads the client's signs and types on the TDD to another party.

Petersen: What can deaf people do to facilitate communication?

Annala: When talking with a deaf-blind person, the following suggestions may help: Identify yourself before starting the conversation. Alert the deaf-blind person to unusual happenings in the room or environment. Identify people in the room, filling in the visual clues.

There are a lot of things deaf people take for granted when in visual mode. These need to be conveyed to the deaf-blind person. Alert the deaf-blind person as to who is paying extra attention to the conversation, identify the party.

Petersen: Are there any no-no's to observe when talking with a deaf-blind person?

Annala: When you are talking with a deaf-blind person and another person comes by and distracts you from listening to the deaf-blind person, do not stop listening to the deaf-blind person. Look away from the distracting person until the deaf-blind person stops talking. If it is important that you divert your attention for a moment, let the deaf-blind person know that you are being interrupted, and by whom. Then resume your conversation. If you find it necessary to terminate your conversation, just tell the deaf-blind person that you have to leave to do something,

whatever might be the case: to answer a phone, open a door, to leave to catch a bus or plane. This can be paralleled with a hearing person cutting in on your conversation with a hearing friend. You would be annoyed by two voices chattering away while you wonder what is being discussed right in front of you.

Petersen: What can deaf people do to help with recreation for the deaf-blind?

Annala: The two basic ingredients in making recreation possible for the deaf-blind are transportation arrangements and interpreting services. Then any form of recreation preferred by the individual can be realized to the fullest enjoyment. The reason I mentioned transportation arrangements is simple: In today's world of cars and vehicles, sighted persons can choose a place to drive to and enjoy numerous recreation opportunities, whereas a deaf-blind individual is restricted to whatever public transportation options are available. Arrangements have to be made in advance, to insure some form of recreation is possible for the deaf-blind person. In order to derive the fullest pleasure from the recreational activity, it is necessary to have some form of interpreting services to facilitate communication among the participants.

Petersen: You mentioned using public transportation to explore the city. Do you travel alone on city buses and by air?

Annala: After hearing my response, I think you will be sorry you asked this question, because I have a solid background in understanding how to use public transportation. I grew up in the Big Apple. I have had first hand experience traveling on the subway system since I was in early elementary grades. Often, even to this day, my mother asks me for advice how to best reach a desired destination. With this background of using public transportation, I am usually able to figure out the hieroglyphics on transit system maps in other cities and to arrive at a destination with little or no trouble.

Since my freshman year at college, I have flown on airlines across the United States. While waiting for the next flight, if it is more than an hour's wait, I explore the airport's transit system, such as the Dallas-Fort Worth subway, and Atlanta's airport transit system. I find it satisfying to be able to use their systems.

Petersen: How many deaf-blind adults live in the United States?

Annala: This is a very difficult question to answer because of the paucity of research on the figures of deaf-blind people in the United States. However, there have been efforts to arrive at an estimated number of such people. I have a copy of the most recent report released by the United States Department of Education to the state coordinators of the deaf. Included in the report are the findings of a Redex study, quoted here:

	Prevalence	Prevalence/ 100,000
All Categories	734,275	346
Deaf-Blind	41,859	20
Deaf and Severely Impaired	25,481	12
Visually		
Blind and Severely Impaired	357,818	169
Auditorially		
Severely Impaired Auditorily	309,117	146
and Visually		

The National Association of the Deaf has published two excellent books. They are:



A Rose For Tomorrow This book offers an excellent insight into the world of deafness provided by the writings and life story of Frederick C. Schreiber, former Executive Director of the NAD. For those who knew Fred, this book will bring back fond memories. For those who never knew him, this book will bring alive this well known figure in the deaf community. **A Rose For Tomorrow** is available in hard cover edition for \$14.95.

Deaf Heritage This book is an excellent gift to help deaf people understand and appreciate their rich cultural heritage and to provide others with an insight into the world of deafness. Deaf Heritage contains over 500 pages and is filled with photographs and interesting information about deaf schools, deaf sports, achievements of deaf people, etc. **Deaf Heritage** is available in both paperback and hard cover. Paperback \$19.95 Hard cover \$26.95.



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Not included are the institutionalized categories, which are much smaller than the cited categories above. The reasons are: Some deaf-blind people are hidden away from the public and even from the immediate family members; and there has been confusion as to what constitutes deaf-blindness, as mentioned earlier in discussing the four categories of deaf-blindness.

In the incidence of high risk population of deaf people, it is estimated that between three to six per cent of this population has Usher's Syndrome. So you can take the Deaf Census count for any region or area, figure at the lowest percent rate, and you will come up with a good estimate of the number with Usher's Syndrome. There is an exception: In the state of Louisiana, the incidence of Usher's Syndrome is quite high compared with the rest of the country. At state level gatherings throughout the state, I have observed the ratio between Usher's and plain deaf people to be about one out of every ten deaf people. In the heart of Acadiana County, which is in southwest Louisiana, the ratio is about 15 per cent. Quite shocking, but true.

I also need to mention that the rubella epidemic of 1962-64 left an estimated 6,000 deaf-blind children. As for the other two categories, there has been little documentation of numbers.

Petersen: Does Usher's Syndrome always lead to a complete loss of vision?

Annala: As you may have noted in my introductory statement, I said, "Possible eventual loss of usable central vision." The reason for this carefully worded statement is that not all have a complete loss of vision. There are a few who suffer a complete loss of vision, but there are others who retain light perception and ability to perceive movements. There are people who can see with the assistance of magnifiers, enlarged print and strong lenses. Yet, among the Usher's Syndrome people, almost all depend heavily on tactual means of communication as vision dims. I pity those who stubbornly continue to use their greatly reduced vision in locating other deaf people and carrying on frustrating conversations. I don't mind touching and being touched on the hands in order to communicate. I do mind not being able to communicate at all.

Petersen: Is there any timetable? How long can a teenager diagnosed as having Usher's Syndrome expect to retain enough vision for ordinary activities?

Annala: There is no definite timetable for anyone to ascertain the span of vision lifetime. Many factors are involved in maintaining decent vision: good health, plenty of sleep, avoiding stress and stressful situations, proper diet, and vision check-ups to rule out any serious eye diseases such as glaucoma, cataracts, and any common diseases.

A note should be mentioned here about a teenager being diagnosed as having Usher's Syndrome. The earlier the diagnosis is made and shared with the teenager, the better are the chances that the teenager will have more realistic expectations of college, career exploration, choosing a mate and deciding on a family, and deciding where to live. I really frown on parents shielding the truth from their child as long as possible. I think it is unfair to all involved.

A case in point: When I was a teacher at a school for the deaf years ago, I had an informal chat with a graduating

senior. During that conversation, I gleaned the fact that she had night blindness and onset of visual field loss. I suggested she have her eyes checked for RP. I did not hear from her again until five years later, when I ran into her at a college. We sat down to renew our friendship. She told me a heart-rending story of how she learned about having Usher's Syndrome in her senior year at college, and how she struggled to give up her goal of being a teacher and to make a midstream switch in her career choice. She decided not to follow through with marriage plans. To this day, I do not fathom why the college did not pick up on her having Usher's or why it provided her with a grossly negative view of life's long road.

So, let this be a tip from a battle-weary professional and from a person coping with Usher's: It is far better to break the diagnosis at an appropriate time, with a positive outlook. Why hide it from everybody, when they are already alert to deaf giveaway characteristics of a person suffering night blindness, tunnel vision and inability to read fine print? Come out of the closet and be ready to cope with life's funny situations as they come along. There will always be times when people do not understand. Increased awareness on a one-to-one basis will reap benefits in the long run.

Petersen: Linda, just one more question: I believe the setup in Louisiana is unique. Could you explain how it came about and how it functions?

Annala: As mentioned in my response to the question about the incidence of deaf-blindness in the U.S., Louisiana has a high incidence of Usher's Syndrome. The Louisiana Association of the Deaf recognized the problem and prepared an Innovation and Expansion grant proposal to fund the services of a coordinator who was to provide information on Usher's Syndrome, do genetic counseling, coordinate referrals to the Division of Vocational Rehabilitation and/or Blind Services, refer clients to the Helen Keller National Center, maintain a counseling position with a group of students at the Louisiana School for the Deaf, disseminate information of deaf-blindness and related matters to consumers and professionals, and maintain a State registry of individuals who are hearing-visually impaired, deaf-blind and who have Usher's Syndrome.

A two-year grant was awarded to the Louisiana Association of the Deaf, Inc. LAD was the first State Association to provide services for people with visual impairments. Unfortunately, the provisions under Innovative and Expansion grants were cut off when President Carter left office. But the outcome of the pilot program was successful, and seed money was obtained from the Helen Keller National Center for Affiliate Programs and was awarded to the Louisiana Department of Education, Office of Specialty Areas.

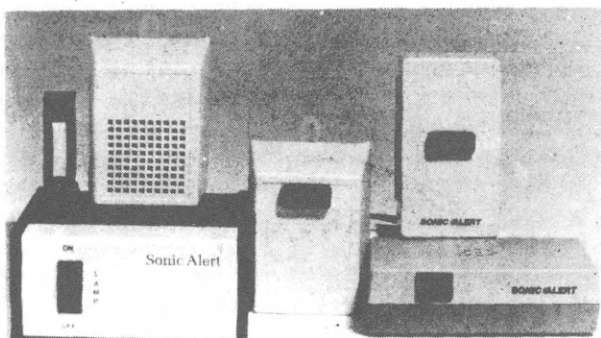
Petersen: Thank you, Linda. I am sure that the deaf people who read this interview and think about your responses how have the big picture in better focus and will be more comfortable with deaf-blind people. ■

(Editor's note: If you are interested in contacting Linda Annala, Deaf-Blind Specialist of the Helen Keller National Center Affiliate Project, write: State Department of Education, Special Educational Services, P.O. Box 44064, Baton Rouge, LA. 70804.)

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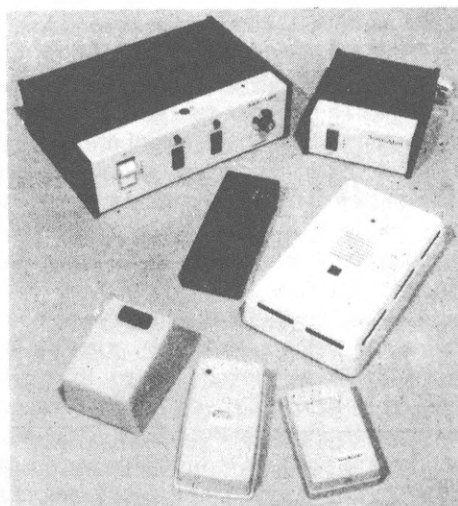


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Foreign News



Yerker Andersson and Judy Pratt

NOTE: *I am pleased to announce that Judy Pratt, a student at Gallaudet College, has volunteered to work with me in writing up foreign news for The Deaf American and doing research in the international affairs of deaf people. This project has been approved by the Romance Languages, Sociology and Social Work, German and International Studies Departments and Experiential Programs Off-Campus.*

Indonesia

Based on a paper, "Community Participation and Community-Based Social Welfare Efforts of the Deaf in Indonesia" presented by Dr. Sudibyo Markus at the IX World Congress of the WFD, we find that the Indonesian estimate of deaf people in Indonesia is 457,127 while the UN estimates 1,859,504. This great discrepancy is probably a result of the difference between their definitions of hearing loss. Dr. Markus is the general director for Rehabilitation and Social Services in the Department of Social Affairs. His interest is to develop community participation in services for deaf and other disabled persons. This development is based on the concept of bureaucracy, that is from the grassroots level up to a national one.

Canada - CAD

Barbara Staflund, an Ottawa resident, who has deaf parents and a deaf son, has been appointed to the post of Executive Director to the Canadian Co-ordinating Council on Deafness. (CCCD) She is hearing impaired. She is replacing Mr. George Wolf, who left the Council in February. She has extensive experience in the field of Deafness, including membership for 17 years in Ottawa Parents of the Deaf Association.

The worst record of hearing loss due to middle ear infection may be in the arctic region. Infection is not the only cause of hearing loss, as it is also caused by the exposure to loud noises. Northern males are more than three times as likely to have a hearing loss as females, due to the fact that they work with noisy machines. From research, although the evidence is not conclusive, it has been shown that babies who are fed cows' milk by bottle tend to get infections more than babies who are breast fed. This is because the mother's milk contains antibodies which can protect babies from infections. (*Communication*: p. 10, Vol. 8, No. 2, December 1983)

New Zealand - NZAD

Stephen Leach, a New Zealand resident, who attends Gallaudet College, says that deaf people in America are accepted more as persons than in New Zealand. (*New Zealand Deaf News*: Vol. 20, No. 4, Oct. 1983 p.7)

Argentina

Mr. Chaim Apter, the general Secretary of the World Congress of Jewish Deaf, and his wife visited Argentina. The Confederacion Argentina de Sordomudos organized a program and arranged meetings with the officials of various organizations, including Jewish, in the field of deafness. Then Mr. and Mrs. Apter continued their trip to Brazil.

Denmark - LF

Dovebladet contains several excellent summaries of panel discussions for teachers of the deaf, an annual meeting on special education sponsored by the government, and committee meetings. All summaries make clear that sign language must be recognized as a language of deaf people, and that integration cannot be achieved as long as it is forced upon deaf children.

Finland - KL - FDF

Nappi is a well edited, high quality printed magazine for parents of deaf children. It is published in Swedish and Finnish, which are the official languages of Finland. The president of the Finnish parents of deaf children organization, Michael Tillander, wrote several articles about his trip to the United States. He asked several questions (including the linguistic status of ASL) of deaf and hearing educators at Gallaudet College and, as expected, got different answers. One educator even claimed that our communication problem has been exaggerated in Scandinavia, while another believed that it was a result of cultural conflict, rather than methodological questions.

The Finnish Parliament declined to declare sign language as a language of deaf people. Finnish and Swedish remain required languages for deaf and hearing children at all schools in Finland. The Finnish Sign Language may be used as an aid for these languages, according to the new revisions in the public policy in education. The president of the Finnish parent of deaf children organization expressed his disappointment that the Finnish Parliament failed to recognize sign language as a bona fide language. (*Nappi*, Vol. 16, No. 1, 1983)

Finland now has ten interpreters for Swedish-speaking and FSL-using deaf people. (*Nappi*, Vol. 16, No. 2, 1983)

The Finnish Association of the Deaf accepted a resolution declaring that aids such as TDDs, captioned television, and flashing alarm signals have increased the equality of deaf people in society. The resolution urges the government to concentrate on the development and distribution of technical aids for deaf people.

Iceland

The famous story about Amy Rowley appeared in *Timmarit heyrnarlausra*. (August 7, 1983)

Norway - ND

At a special meeting, Rolf Hansen was elected president of the Norwegian association of the deaf. One of his goals was to move the central office to Oslo, so that the association could have closer contact with the government and parliament.

Sweden - SDR

The Manilla School for the Deaf celebrated its 175th anniversary with a dinner in the City Hall of Stockholm on February 11, 1984.

Switzerland

Helena Dinjar has written several articles about Gallaudet College in *Gehorlosen - Zeitung*. (No. 23, December 1, 1983)

Australia

A revised dictionary of Australian Sign Language has been published by Victorian School for Deaf Children, 597 St. Kilda Road, Melbourne, Victoria 3004, Australia.

Coming Events

Nordic Congress on Special Education in Copenhagen, Denmark, August 6-10, 1984

May 26 - June 2	European Championships, Bowling	Amsterdam, HOL
May 31 - June 2	Executive Committee Meeting	Amsterdam HOL

June 25 - July 1	European Championships, Volleyball	Sofia BUL
Aug 30 - Sept 2	World Championships, Wrestling	Teheran IRN
Oct 23 - 27	European Championships, Basketball	Stockholm SWE

Sports

Holland -Hungary	Soccer 2 - 1 (0-1)	
Soccer Norway NOR - Denmark DEN	2-1 (1-0)	
Norway NOR - Sweden SWE	0-2 (0-1)	
Norway NOR - Denmark DEN	4-1 (2-0)	
1. Sweden 2. Norway 3. Denmark		
Volleyball, men	Sweden SWE - Fed. Rep. Germany FRG 3-0 (18-16, 15-9, 15-11)	
	Sweden SWE - Fed. Rep. Germany FRG 3-2 (8-15, 9-15, 15-13, 15-12, 15-6)	
women	Sweden SWE - Fed. Rep. Germany FRG 0-3 (4-15, 8-15, 9-15)	
	Sweden SWE - Fed. Rep. Germany FRG 3-1 (15-11, 15-10, 4-15, 15-6)	
Track and Field, men	1. Fed. Rep. Germany FRG 88 points - 2. Norway 80 points - 3. Sweden 78 points	
women	1. Fed. Rep. Germany FRG 81 points - 2. Sweden 30 points.	
Volleyball, men	Iran - Poland 3 - 1 (3,14,-11,11)	
	Iran - Bulgaria 3 - 2 (11,12,-10,-15,11)	
	Bulgaria - Poland 3 - 1 (6,3,-14,4)	
	1. Iran 2. Bulgaria 3. Poland	
Soccer Great Britain - Netherland	1 - 0 (0-0)	
Holland - Hungary	2 - 1 (0-1)	
Volleyball, men	Israel - Fed. Rep. Germany 0 - 3	
Soccer Czechoslovakia - Hungary	4 - 3 (2-1)	

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WORKING WITH OTHER DISABILITY GROUPS

by Alan Hurwitz

Having had the opportunity to serve on the the Board of Directors of the American Coalition of Citizens with Disabilities (ACCD) for three years, I feel privileged to be asked to share my views with you through this article.

In 1979 I was nominated to serve on the ACCD Board to replace Dr. Albert Pimentel, who resigned to become Executive Director of the National Association of the Deaf. I was apprehensive about accepting the nomination, because as I did not have earlier positive experiences in working with other disability groups on a local basis and in the state of New York.

Because I perceived that members of disability groups did not always work cooperatively together, I was unsure of the value of such a commitment; I felt that deaf people would be better off working by themselves if they wanted to make any progress. I also thought I could use my time better on efforts only in the deaf community rather than overextending myself needlessly. Dr. Pimentel persuaded me to reconsider. He told me that it would be a really good experience for me and that it would broaden my views about the disability rights movement. Reluctantly, I accepted the nomination and was elected to the board.

My first encounter with the ACCD board was at a meeting in Seattle, Washington, in March 1980. It was an awesome experience for me, the first time I was at an important meeting with distinguished disabled members from all over the country. I was impressed with the capabilities of each board member in overcoming his or her disability. I was amazed at how Reese Robrahn could function as a

secretary of the board meeting by handling his notetaking task through tape recording and Braille. I was intrigued with the flexibility and agility of mobility impaired individuals who could maneuver their wheelchairs as if they were on a race track. In spite of these observations, I still felt a sense of pity for these individuals. Finally, I was disgusted at myself for feeling this way, because often I have been infuriated with people who showed pity or paternalism toward me. I decided that if I did not want sympathy from others, then certainly neither did these individuals.

It was a personal and professional growth experience for me and a painful one. It forced me to examine my own feelings and perceptions about my own disability and how I relate to other disabled people. Because of this, it was difficult for me to concentrate at that first meeting, even though we had two outstanding interpreters.

At subsequent meetings, I learned with difficulty to overcome my apprehensive feelings about different disabilities and to become an active member of the group. I forced myself to be aware of my own feelings and perceptions, and to be sensitive to how other people viewed their disabilities. It was a learning process for all of us, because we all had to learn how to effectively use interpreters in meetings. Often several people would talk at the same time and it was difficult for me to keep track of all conversations and jump into active and lively discussions at the meetings.

It was the first time the ACCD board members had to learn to work with a

deaf person like myself, who utilized interpreters for voice interpreting support. Previous deaf members who served on the board did not use interpreters for sign to voice. Terry O'Rourke, a deaf person serving as a presiding member of the board meetings, and I were able to educate board members on how to be aware of, and sensitive to, the needs of deaf members at board meetings. Phyllis Rubenfield, then first vice president, developed a system which she used to acknowledge each member who wanted the floor and made a list of their names for President O'Rourke to recognize an individual's turn to speak. Some board members, like Judy Heuman, Phyllis Rubenfield and Pat Pound, who is blind, knew sign language and used it occasionally to facilitate communication for deaf members at the meetings.

During that three year period, we faced many difficulties which affected ACCD's ability to function as a powerful coalition for disabled organizations. Nevertheless, the board persevered and sought financial assistance from a variety of sources. Some difficult decisions had to be made to keep the coalition in operation, including reduction of staff and consolidation of resources.

Today, in spite of the harsh economic times and declining resources, ACCD continues to maintain its credibility, with the Administration and Congress. ACCD has managed to find the resources to continue publishing newsletters and influencing key individuals on Capitol Hill to develop pieces of legislation proposing better services to disabled people.

I have a tremendous respect and admiration for the ACCD because it is a

body comprised of disabled persons who want to advance the interests and welfare of disabled people. It is a viable vehicle for bringing together organizations and individuals of different disabilities and having open and meaningful dialogue about common legislative and litigation matters which affect the lives of disabled people. It is essential that the Congress view the disabled community as a strong and united front. We have 34 million disabled people; certainly we have differences and may not want to support all issues, but if we work together on common issues, we can make great strides in making the larger society accessible to disabled people in America. I now have the opportunity to use this rich experience to continue to work with cross-disability groups in other ways. The NAD is committed to continue this concept, and we are using this as a base to build a strong coalition among organizations of and for deaf people.

The economic instability and the un-

fortunate increasing rate of unemployment are without doubt definite setbacks for the disabled community. These factors weaken the power base of a coalition of disabled people. If we sit back and do nothing about it, we are bound to see negative repercussions to the coalition; then non-disabled professional people will get back into the act and start making decisions for disabled people again. We must not allow this to happen. We must educate everybody, including disabled people about the real benefits of a strong coalition.

One of the most important lessons I learned about working with other disability groups is that we must be aware of, and understand the nature of, different disabilities and learn how to work together toward common goals. Many people, including myself, do not know enough about the aspects of different disabilities and disabled people. It is an awesome experience, enough for anyone to become involved in this

movement. In addition, we must learn more about each other and support the cause of all disability groups. It is important, however, for each single-disability group to reserve the right to pursue its own interest. They must maintain the prerogative to project differing opinions about cross-disability issues. Nevertheless, we can be supportive of each other, if we take the time to learn and understand more about our disabilities. We may find that we have more to agree than to disagree with each other, and we must take the time, energy and effort to be more aware and knowledgeable about different disabilities. This is a really fine opportunity for all disabled people to become more actively involved in the civil rights movement. We have much to gain by working together as a united front. ■

(Dr. Hurwitz is the president of the NAD. This article was originally written as a guest editorial for the ACCD.)

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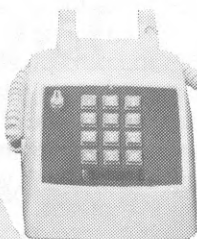
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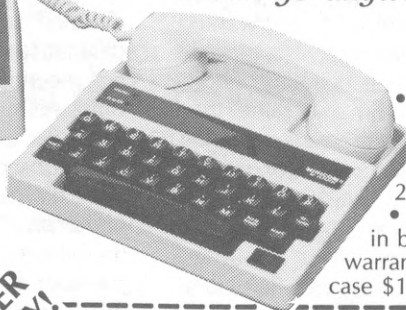


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Charles Smith of Nevada leaps 26 Feet, 1/2 Inch

Ken Anderson of Idaho Clears 6 Feet, 10 1/4 Inches

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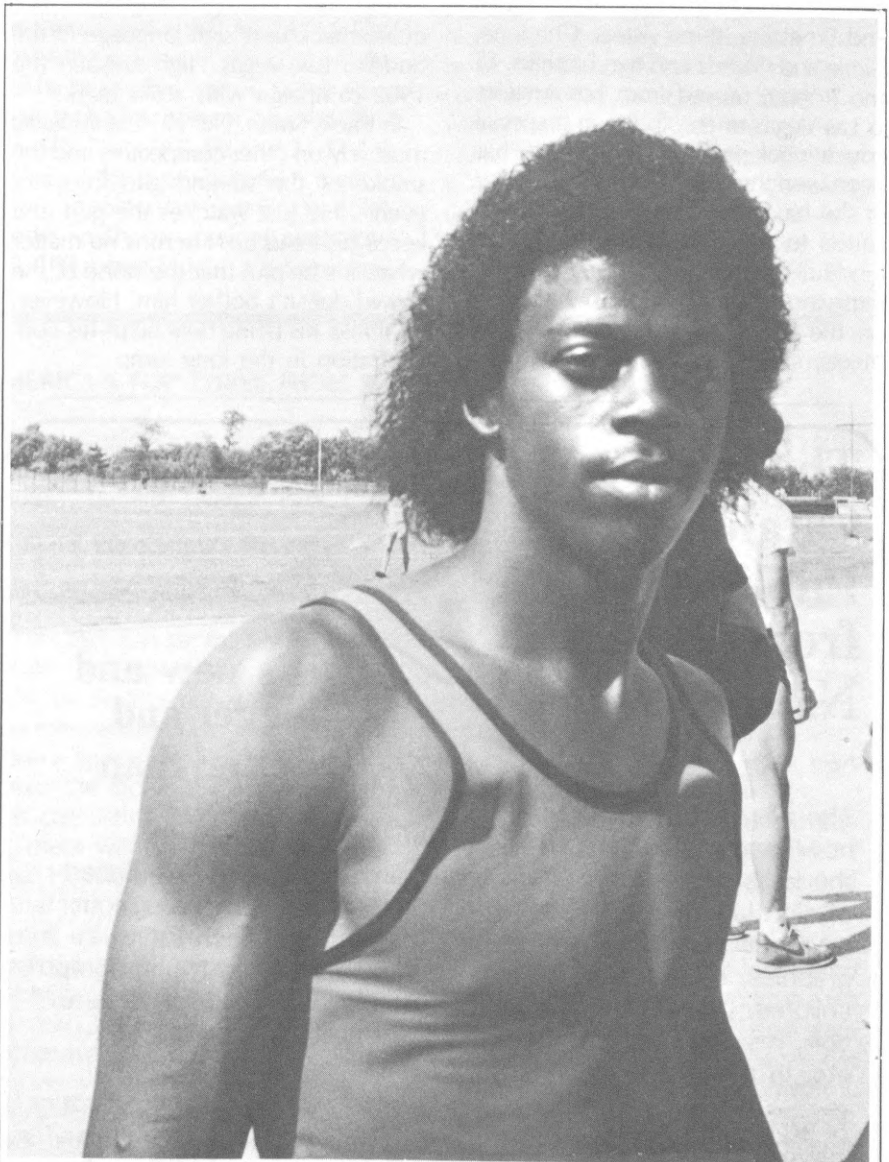
by Art Kruger

In the past we've had some *super deaf prep tracksters*, such as Rolf Harmsen of North Dakota, Joe Hill of Berkeley, Edward Rodman of New Jersey, Donald Thurneau of Minnesota, Bob Miller of Kansas, Tom Ripic of St. Mary's, Joe Russell of Mississippi, Edward Wright of Florida, Willie Poplar of Tennessee, Gary Washington of Colorado, Leo Bond III of Minnesota, Drexel Lawson of North Dakota, Curtis Garner of Mississippi, Larry Rogers of Missouri and Dave Niemuth of North Oshkosh (Wis.) High School. This year we saw the newest super deaf prep track star in Charles Smith of Las Vegas (Nev.) High School.

When Charles Smith was a year old, he churned his little legs so fast down the street in his baby walker that his mother had a hard time keeping up with him. Ever since, more than a few people have been trying to keep up with the Las Vegas High School football and track star.

The fact that Smith, a junior, is a remarkable athlete doesn't merit all that much attention. The fact that he's totally deaf, however, does.

Smith caught fire late in the 1982 football season and finished 10th in the Southern Nevada Conference in rushing with 563 yards for a 5.6 average. However, it's his potential in track, particularly as a long jumper, which has attracted interest from such colleges as Arizona, Tennessee State



Deafness No Bother for Smith—Las Vegas High School junior track star Charles Smith won the long jump, 100 meter and 200 meter races, and ran the first leg on the victorious 800-meter relay team in the state Class AAA meet. During the 1983 year, he recorded the USA's best high school long jump at 26 feet, 1/2 inches. He considers himself ordinary, but his coach, Leo Lillamagi, calls Smith "one in a million." He has jumped over 24 feet in the long jump all year and all of his jumps have bettered the global deaf record.

long jump at 24' 1/4" for a new state mark, finished second in the 100 meter in 10.81 and third in the 200 meter at 21.86.

We have been corresponding with Ms. Linda lafollo, one of three teachers for the deaf at Las Vegas High, which has an enrollment of about 1,500 hearing students and a class of 20 deaf students. She wrote that Smith became totally deaf when he was five months old due to spinal meningitis. Smith's family, consisting of parents, Charlie and Ernestine, three sisters, Charlene, Gloria and Glenda and two brothers, Eli and Robert, moved from Los Angeles to Las Vegas to enroll him in a special educational program. Ms. lafollo has been working with Smith since he was 4; she has followed him from kindergarten to senior high school. She attends all of his meets, serving as an interpreter. Although she wasn't allowed on the infield at some of the larger meets, she relayed messages to him

from the stands. His younger brother, Robert, who understands sign language, was on the infield to serve as a liaison between Smith and meet officials.

In football, Smith has had to rely more on visual ability and sign language to run the football. Even if another teammate was lined up wrong on a formation, he still knew where the play was going. He spent hours after practice with a quarterback, not on timing, but on sign language. The quarterback uses sign language in the huddle. Las Vegas High finished the 1982 campaign with a 6-4 mark.

In track, Smith, like all deaf athletes, must rely on other competitors and the smoke of the starting gun in sprint events. He just watches the gun and keeps his head up. He runs no matter what. It's helpful that the noise of the crowd doesn't bother him. However, he thinks his being deaf helps his concentration in the long jump.

A special bond unites athletes. There is an elite society forged by the pain and ecstasy of stretching muscles to the limit and striving for perfection. Charles Smith and Martha Watson share this bond across the 20 years that separate them.

On the surface theirs seems an unlikely friendship. He's a deaf Las Vegas High School track star and she's a Caesar's Palace blackjack dealer.

But check a little further, and you'll discover Watson also is a former Olympic long jumper who participated in the 1964, 1968, 1972 and 1976 games. Watson won a gold medal in the 1975 Pan American games. She was the American record holder for women's long jump until 1976. That year her record jump of 21' 7" was surpassed by a 22' 11" jump by Kathy McMullan of Tennessee, which remains the record today.

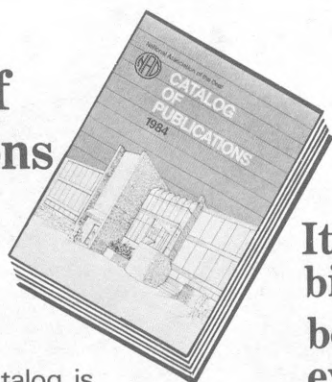
Now Charles has been setting his own records. When he broke the state long jump record with a 24' 1/4" jump, that feat didn't go unnoticed. To satisfy her continuing interest in the sport, Watson regularly reads the sports pages and on a few occasions, noticed the name of Charles Smith next to some astounding long jump measurements. She was reading the paper and she'd notice these 24' long jumps. That's national calibre for a high school student. At first, she thought it was a mistake, but then a week later, that same measure would appear again, she called the coach and asked if it was for real and the coach said "yeah."

Watson decided she could do something to help Charles and his athletic endeavors. When she was growing up, she had a lot of people show interest in her. They gave her encouragement to continue and compete. Being a successful athlete was her personal goal and she achieved that. But now she wanted to help others, and give them inspiration.

Every summer Watson spends a week as a coach at the Jim Bush Track and Field Camp in San Diego, sponsored by Sportsworld. Bush is the head track coach at the University of California at Los Angeles.

Watson thought it would be nice to get Charles involved in this camp, as it would be such a good experience. She approached Charles' parents, who expressed interest, but admitted that

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the camp tuition was out of reach. So Watson checked out a few possibilities. Through her assistance, Charles was offered a partial scholarship by the camp sponsor, Sportsworld. To foot the balance, Linda lafollo sought out the help of the Paradise Sertoma Club, which as its main project, helps the deaf through outings and purchases of equipment. The Sertoma Club agreed to pick up the balance of Charles' camp tuition.

In mid-August of 1982, Charles was off to track camp. lafollo also accompanied him to serve as an interpreter. The 16-year-old made an impression during the week-long event. He was an inspiration to the whole camp. They tried to teach these kids to help each other. He was always trying to help out—he even taught some of the others sign language. For his contribution he was given a T-shirt by the director.

Charles said he enjoyed the camp because he learned a lot about track and made a lot of friends. Although he specialized in the long jump, Charles also received instruction in the high jump, pole vault, hurdles and several other track events. The camp philosophy is to downplay competition and emphasize learning and cooperation.

Charles' versatility is an asset, Watson believes. "He is good in so many events. He's open and can catch on easily to new material." And, of his track abilities, his long jump is a work of art, according to Watson. "It's like a performance by Nureyev . . . a pleasure to watch," she effused. Although it's probably too early to tell, Watson thinks Charles is of Olympic calibre. But it's all up to him, she adds. "The Olympics are a lot of work. You have to really concentrate. Just like anything important, it takes time," said Watson. "And once you're there, you feel a real thrill. It's a glassy-eyed experience."

When Charles Smith arrived on the Las Vegas High athletic scene in the fall of 1981, he was a novelty. Here was a pretty good athlete who smiled a lot and happened to be deaf. That was the story line.

Charles Smith is a novelty no more.

Since then, Smith competed in the Sunkist Invitational in Los Angeles in January of 1983, where he won the high school division of the long jump, and also captured the prep long jump

in February's Michelob Indoor Invitational in San Diego. He also finished third in the 60-meters at the California meet.

With one giant leap on a Saturday in May 1983 at the Southern Zone track meet, this 17-year-old junior became the top high school long jumper in America. *Track and Field News*, the sport's Bible, doesn't know he's deaf. Neither do the college coaches who are inquiring about him.

They also probably don't care. All they care about is that his 24' 11 1/2" leap is the farthest in the country this year by nearly five inches. In this zone meet, he had a series of long jumps of 24-6 1/2, 24-4, 24-7 1/2 and 24-11 1/2.

Then at the state Class AAA meet in Reno on Saturday, May 21, 1983, Charles Smith won the long jump (24-4 1/2), 100 meters (10.54, a state record),

brooke, Quebec, Canada, and again July 30-31, 1983 at Veterans' Stadium in New Britain, Conn. Smith defeated Vernon George at both meets when he placed first at 24' 4 3/4" (or 6.44 meters) at Sherbrooke and 26' 1/2" (or 7.94 meters) at New Britain. At the later meet George was second at 24-5, while Andre Metevier of Canada was third at 24-4 1/2.

Linda lafallo wrote that Charles had a wonderful ten day experience with the USA Junior National Track Team. Not only did he excel athletically, but he excelled socially, as well. The head coach, Tom Pagani of Fresno State University, said that he had never seen a team "take to any one athlete like this team has to Charles." Usually, the entire team votes to decide which athlete carries the American flag during the opening ceremonies. However, be-

AMERICA'S TOP THREE HIGH SCHOOL LONG JUMPERS IN 1983

Charles Smith, Las Vegas, Nevada	26' 1/2"
Vernon George, Tyler, Texas	25' 4"
Anthony Ballous, Canoga Park, California	24' 10"
(National High School Record: Carl Lewis, Willingboro, New Jersey, 28'8")	

200 (21.250) and ran the first leg on the victorious 800-meter relay team (1:28.70). Smith's performance at the state meet enabled Las Vegas to come within a half-point of winning the title, despite the fact it had only eight athletes competing. Western High won the meet with 75 points, while Las Vegas High finished with 74 1/2 points.

After that state meet, Charles Smith learned that Vernon George of Tyler (Texas) High had jumped 25' 4" for the best high school mark in the country this year. However, both Smith and George and other top high school long jumpers were invited to participate in The Athletics Congress Junior National Track and Field Championships at Penn State University in University Park, Pa., one Saturday in June 1983. George won first place, while Smith took second place at 24' 41/2". Both were chosen to become members of the USA National Junior track and field team, which competed against national junior teams from Canada and Italy in an international meet July 26-27 at University of Sherbrooke in Sher-

cause of Charles' exceptionality, the coaches selected Charles to carry the flag, with the entire team's agreement. Also because of Charles' 26-1/2 leap, he has qualified for the 1984 USA Olympic trials in Los Angeles.

Charles' latest effort bettered the global record for the deaf of 23' 9 1/2" (or 7.25 meters) set by Vesa Hannu of Finland in 1971.

Note that Charles has broken the world deaf record in the long jump several times in the last two years. He has also bettered the world deaf standards in both sprint events. The present global deaf mark in the 100 meter is 10.6, set by Valery Lukash of the Soviet Union in 1973, and the 200 meter is 21.3, set by Gary Washington of Denver, Colo., in 1973.

Smith has had plenty of help in becoming the best long jumper in the state's history, as well as in the U.S. today. He has a specialist coach in Martha Watson. He has an eager, energetic sign-language interpreter in Linda lafollo, a knowledgeable track man in Leo Lillimagi, track coach at Las Vegas

and Louisiana State. In 1982, as a 16-year-old sophomore in the state Class AAA track meet, Smith won the High, and the state's second best long jumper as a teammate in Alphonso Earl (23-8).

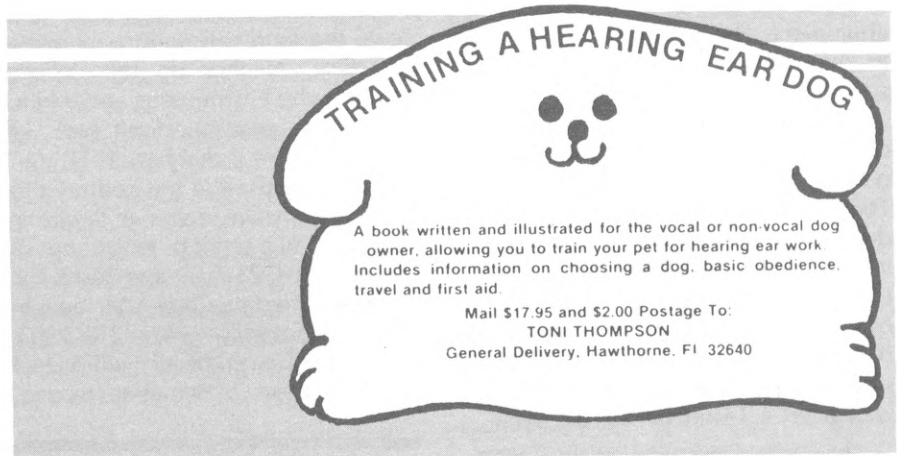
Still Smith has a lot going for him. One thing is an IQ of 120, which makes him quite coachable and another is a 100 meter time of 10.5, which makes him fast. The biggest thing, however, is that he's young.

"I didn't think much of his technique to speak of," said Lillimagi of his first contact with Smith. "Even now, I'm not about to change him, because he's improving. The only thing we corrected was hitting the board at top speed, being more in control in the air with his arms and getting his legs out in front. Other than that, you look at his form and it's not perfect, but it's natural."

Smith doesn't look at himself as

special and swears he isn't getting special attention around school because he's overcoming a handicap. At Las Vegas High, which has a special deaf program, the deaf fit in well. The

senior class vice president was deaf, the senior class treasurer was deaf, the homecoming queen was deaf and five football players—including Smith—were deaf.



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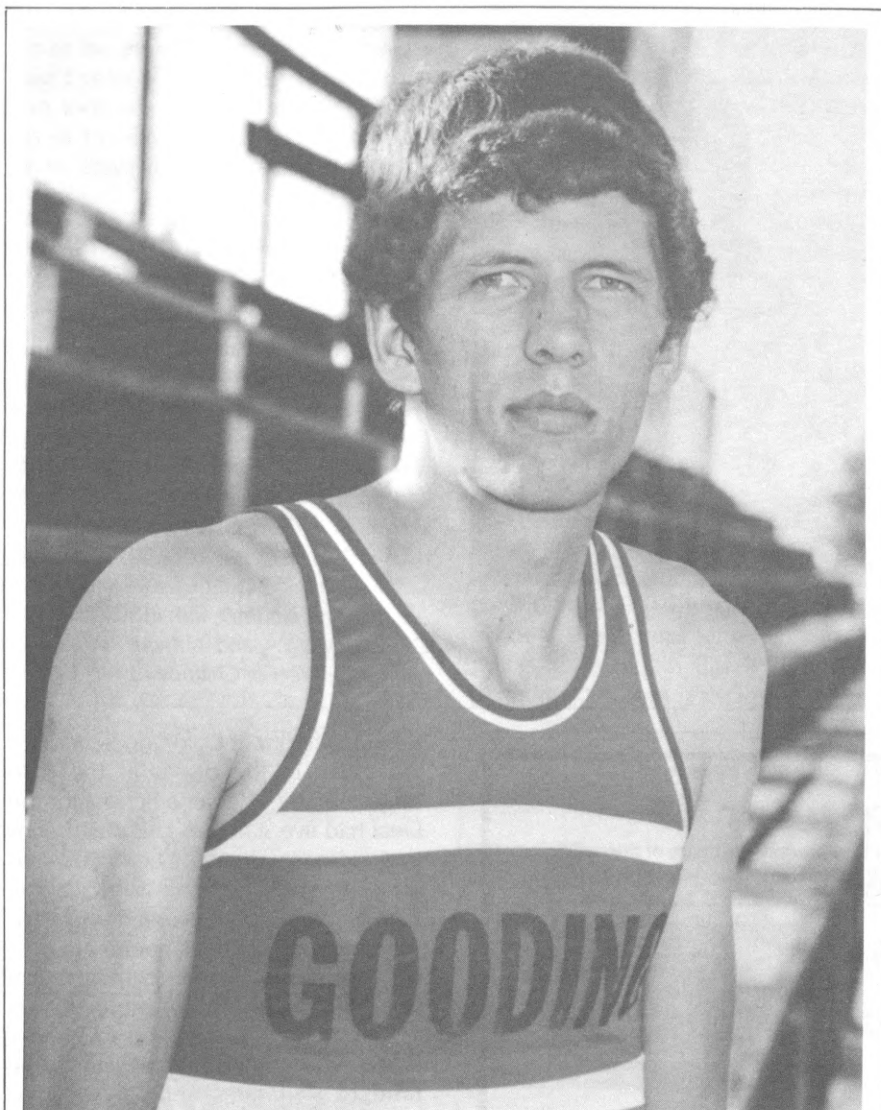
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He Became the All-Time Best High Jumper in History—Ken Anderson, then a senior at Gooding High School in Idaho, set a new state high school high jump record when he cleared 6 feet, 10 1/4 inches at the state Class AAA meet. This mark also bettered the World Deaf record.

"People care about me because I'm an athlete, not because I'm deaf," said Smith. "People never feel sorry for me. People always comment on my achievements. No one's jealous. One time Adrian Banks gave me a congratulatory card. We're just friends, but it said, 'I feel like you're a brother to me.' All the hearing kids treat me like just another student."

We also saw another *super* deaf prep trackman this year, and he's Ken Anderson, a senior at Gooding (Idaho) High School. This 6' 8" athlete became the all-time best high jumper at Idaho on Friday, May 20, 1983 when he came out of the blue to leap 6' 10 1/4" (or 2.09 meters) to beat the 6-10 state

record set by Jake Jacoby of Borah High School in 1980.

Anderson's remarkable performance on the Lyle Smith Field at Boise State University was unexpected. He had won the district the previous week at 6-2, but later missed on three attempts at 6-7. Actually, he never has been considered a high jumper, largely because last year he missed the entire track season due to a broken foot sustained late in the basketball season while playing for Idaho State School for the Deaf. His career best coming into the state finals was 6-6.

Anderson clinched the state title by clearing 6-7. He then had the bar raised to 6-8 1/4. He cleared that on his

first jump, then went for the A-3 record at 6-9 1/2, making that on his second attempt. He next tried 6-10 1/4 with success, but finally missed at 6-11, his second jump coming within a heel click of establishing that as the next state mark. His 6-10 1/4 effort is far better than the World Deaf record of 2.02 meters of 6' 7 1/4" set by Nikolai Vassiliev of Bulgaria in 1977.

While it isn't unusual for a high jumper to take an interim height (especially when there's only an inch difference), Anderson cleared up the mystery when he interviewed with a reporter. "For form," he said of that 6-8 effort, "I was very relaxed," said the 18-year-old deaf youngster when asked if his nerves were popping through the ordeal. "I wasn't nervous." The next obvious question was whether the Ricks College-bound hoopster feels he can clear seven feet. "Yes," he responded with a vigorous nod of his head.

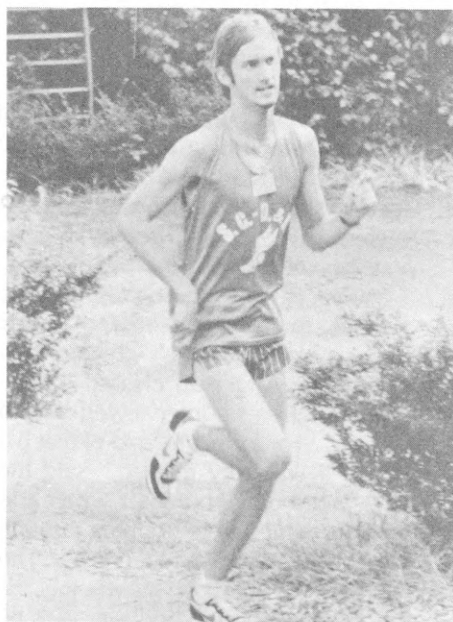
Anderson is now at Ricks College in Rexburg, Idaho, on a basketball scholarship. He was the MVP at the California Classic, while leading the Idaho State School for the Deaf five to the championship last year. He transferred to Gooding High School for his senior year.

It was interesting to note that there are three high school classifications in Nevada and Idaho; they are A, AA, AAA. The largest high schools in Nevada are in AAA, but in Idaho they are in A, not AAA.

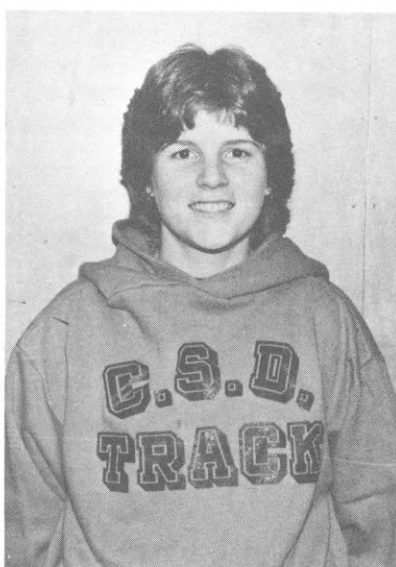
Mississippi School for the Deaf sprinter Sherrie Jackson was great again this past track season. She set a Class B state meet record of 25.2 in the 220-yard dash, won the 100-yard dash in 11.37, and took the long jump with an 18' 4 1/4" leap. She'll be running her last season at MSD this year. In her first three seasons, Sherrie won three state titles in the 220, and two in the 100.

Steve McNeese, deaf prep All-American football player at Mississippi School for the Deaf, finally achieved his ambition as an individual champion in track when he captured the state Class B high school finals in the 180-yard low hurdles in 20.9.

Other state champions were Rhonda Ridley, a sophomore at Arizona School for the Deaf, in the 100, 200 and 400 at the state Class C meet, and Janice



Bryant Rapley



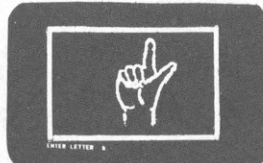
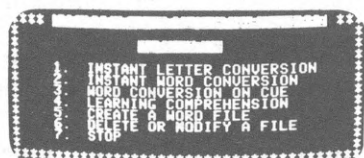
Tamera Gaudet

They Were Most Valuable Distance Runners for their Schools—Bryant Rapley, left, senior at South Carolina, and Tamera Gaudet, right, junior at Fremont. Rapley was first in the Conference in 800, 1,600 and 3,200; first in the Regional in 3,200 and also fourth in the Regional in the 1,600, and third in 3,200 and 6th in 1,600 in the State Single A finals. Gaudet was second in the League Cross Country, fifth in All-Northern California Class A, and 47th out of 134 runners in the Meet of Champions (all classes).

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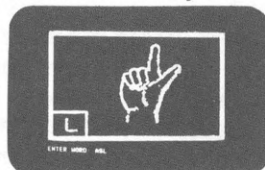
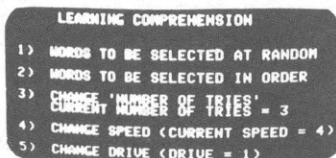
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Keehn, a junior at Colorado School for the Deaf, in the discus at the state single A meet. Alabama School for the Deaf had five state 1-A girls champions in Cassandra Davis in both 100 and 200 meters, Lucille Dorsey in the 300-meter hurdles, Noreen Miller in the long jump and Marianne Nash in the high jump. The 1,600 meter relay foursome of Carolyn Cardwell, Noreen Miller, Jean Stallworth and Cassandra Davis won the state crown in a fine time of 4 minutes and 26 seconds. Willie Brown, the 6' 6" hoop star from Georgia, was also a fine high jumper. He won the regional meet at 6' 4", and the state (A) at 6' 8" (or 2.03 meters), and became the second deaf athlete to have bettered the deaf global mark of 6' 7 1/4".

All states except Tennessee, Florida and Mississippi are now running in meters instead of English measurements at all district, regional and state meets. Missouri still uses 165-meter low hurdles for boys instead of 300-meter hurdles while Illinois has 200-meter hurdles instead of 300-meter hurdles for girls.

Teamwise, Kansas School for the Deaf finished in first place at the Midwest Deaf Relays held in Council Bluffs, Iowa, for the third consecutive year. Coach Charles Marsh's boys Jackrabbits scored 99 points, to capture

the team title and permanent possession of the travelling trophy after three straight years of winning the meet. Host Iowa took second place in the standings of the seven-team meet with 75 points. Iowa, by the way, dethroned

Kansas as champion of the Midwest five-team girls meet held at Olathe, Kan. The ISD Lady Bobcats scored 142 points to outdistance Kansas, which finished second with 130 points.

In the East, Marie H. Katzenbach School for the Deaf in West Trenton, N.J., captured its fourth consecutive title at the Eastern Deaf Prep 9-team meet. The 20th annual event was held at Frederick, Md. The MKSD Colts of Coach Ray Lehmann compiled 168 points to outdistance Maryland for the team championship. Maryland had 120 points. In the girls' meet, Model Secondary School for the Deaf of Coach Dave Frank successfully defended its Eastern title, scoring 72 points to outdistance Maryland and New Jersey, which finished second and third with 64 and 57 points, respectively.

Nationally, it's finally Texas School for the Deaf who's in the National Mythical Deaf Prep Track and Field

Championships. The TSD Rangers, coached by Richard Black, who has two deaf brothers, compiled 104 points with wins in four individual events and two relays to easily outdistance South Carolina for the team title. South Carolina had 40 1/3 points for second place. It was Texas' first national crown, and its 104 points is the fourth highest in the 41-year history of the "make-believe" meet.

Among the girls, it's finally Alabama School for the Deaf in the National Mythical girls meet. Coach Billie Lewis' Lady Warriors outdistanced the California School for the Deaf at Fremont by just 1 1/2 points, 59 1/2 to 58, to capture their first title in the 16-year history of the national meet. The incomparable Sherrie Jackson helped defending champion Mississippi win three individual events and two relays for 50 points, to tie South Carolina for third place in the team standings.

Baltimore



**NAD Convention
July 1984**

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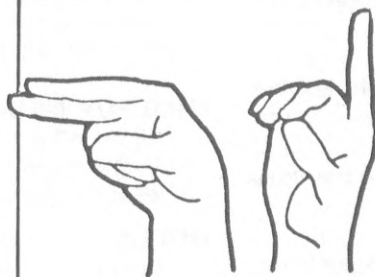
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41st ANNUAL DEAF PREP BOYS TRACK AND FIELD HONOR ROLL

100 METERS: Charles Smith, Nevada (Las Vegas HS), 10.54 (New National Deaf Prep, American Deaf records and bettered World Deaf record); Earl Pickens, Texas, 10.68; Steve McNeese, Mississippi, 11.06; Steve Sweetney, Model, 11.09; Wilbert Marshall, Georgia, 11.1; John Theus, Kansas, 11.1; Roger Reed, Riverside, 11.1.

200 METERS: Charles Smith, Nevada, 21.24 (New National Deaf Prep, American Deaf Records, and bettered World Deaf record); Earl Pickens, Texas, 22.69; Steve McNeese, Mississippi, 22.9; Rodd Gatewood, New Jersey, 22.9; Kevin Woolfolk, Florida, 22.9; John Guzan, Kansas, 23.0; Robin Cotton, Riverside, 23.0.

400 METERS: Tim Bond, Washington, 49.8; Vincent Graham, South Carolina, 50.5; Wade Scott, Texas, 50.53; Charles Fondren, Tennessee, 50.8; James Walton, American, 51.6; Steve Haynie, Illinois, 51.7; Rodd Gatewood, New Jersey, 51.9.

800 METERS: Jimmy Moore, Texas, 2:03.64; Robbie Oberle, Indiana, 2:04.8; Bryant Rapley, South Carolina, 2:05.1; Jerry Newman, Model, 2:05.2; Emanuel Dadet, Maryland, 2:05.8; Darrell Blanton, South Carolina, 2:06.1.

1600 METERS: Frank Curtis, Louisiana, 4:36.6; Brian Stine, Nebraska, 4:40.96; Bryant Rapley, South Carolina, 4:41.2; Modesto Valasquez, New Jersey, 4:41.9; Emanuel Dadet, Maryland, 4:42.3; Dean Crouch, Virginia, 4:42.9.

3200 METERS: Frank Randolph, Tennessee, 10:03.58; Brian Stine, Nebraska, 10:06.13; Bryant Rapley, South Carolina, 10:09.7; Willie Collier, Virginia, 10:19.0; Modesto Valasquez, New Jersey, 10:36.5; Juan Crespo, New Jersey, 10:37.2.

110 METER HURDLES: James King, Texas, 14.97; Larry Smith, Texas, 14.98; Johnny Dejean, Oklahoma, 15.2; Eddie Carswell, Georgia, 15.7; DeGentry Young, Mississippi, 15.7; Ken Anderson, Idaho (Gooding HS), 15.7.

300 METER HURDLES: Johnny Dejean, Oklahoma, 38.6; Larry Smith, Texas, 39.49; Lincoln Tuley, Indiana, 39.9; Douglas Moses, South Carolina, 40.3; Steve McNeese, Mississippi, 40.8; Tracy Robinson, Riverside, 41.3; Ken Anderson, Idaho, 41.3.

HIGH JUMP: Ken Anderson, Idaho, 6-10 1/4 (New National Deaf Prep, American Deaf records, and bettered World Deaf record); Willie Brown, Georgia, 6-8; Shell Whittaker, Illinois, 6-5; Andre Bryant, Florida, 6-4;

Scott Beverly, New Jersey, 6-3 1/2; Mark Pearcy, Indiana, 6-3; James Brown, Maryland, 6-3.

LONG JUMP: Charles Smith, Nevada, 26-1/2 (New National Deaf Prep, American Deaf records, and bettered World Deaf record); John Theus, Kansas, 22-1 3/4; Ken Miller, Kansas, 21-5 1/4; Leftly Lincoln, Texas, 21-5; Wade Scott, Texas, 21-4 3/4; Adrian Jones, Tennessee, 21-1 1/2; James Davis, Kansas, 21-1 1/4.

TRIPLE JUMP: Willie Nelson, Illinois, 42-0; John Theus, Kansas, 41-6 1/2; James Davis, Kansas, 41-6; Mike McCall, New York, 41-4 1/2; Bobby Ellison, South Carolina, 40-11 1/2; Willie Pressley, Mississippi, 40-7 1/2.

POLE VAULT: Milan Telasmanich, New York, 11-3; Steve Sintra, Riverside, 11-0; Stanley Prior, Maryland, 11-0; Roddy Cabbage, Idaho, 11-0; Calvin Heafner of Kansas, Dean Crouch of Virginia, Cassius Tucker of Tennessee, James Claucherty of Model, and Gary Lee of Fremont, all 10-6.

SHOT PUT: Jeff Beckhusen, Texas, 49-0; Joe Liuzza, New Jersey, 47-6 3/4; Jason Ingraham, Fremont, 47-1; Mike Beebe, New Jersey, 46-0; Richard Jacobs, Wisconsin, 45-8; Jackie Jackson, Louisiana, 44-10.

DISCUS: Jeff Beckhusen, Texas, 145-3; Ken Anderson, Idaho, 134-3; Dan Naputi, Model, 133-10; Lonnell Turner, Illinois, 132-3; Tim Siaki, Fremont, 131-5; James Clark, Kansas, 129-2 1/2.

JAVELIN: Randy Medenwald, North Dakota, 160.1; Mark Johnson, Washington, 147-1; Joe Luizza, New Jersey, 144.0; Tal Justice, Oregon, 135-11; Marty Kasick, Kansas, 130-7; No sixth.

400 METER RELAY: Texas (James King, Boris Barr, Wade Scott, Earl Pickens), 43.04 (New National Deaf Prep Record); Georgia, 43.8; Mississippi, 44.2; Riverside, 44.32; Florida, 44.5; South Carolina, Tennessee, and Kansas, all 44.6.

800 METER RELAY: Tennessee (Cassius Tucker, Robert Newsom, George Randolph, Adrian Jones), 1:32.8 (New National Deaf Prep Record); New Jersey, 1:33.1; Mississippi, 1:33.3; Maryland, 1:34.7; Fremont, 1:34.9; Florida, 1:35.4.

1600 METER RELAY: Texas (Durell Perry, Jimmy Moore, Wade Scott, James King), 3:26.38 (New National Deaf Prep Record); Washington, 3:26.7; South Carolina, 3:33.3; Virginia 3:33.9; Fremont, 3:34.8; Kansas, 3:35.1.

3200 METER RELAY: Tennessee (Robert Wade, Victor Cork, Kevin White, Joe Green), 8:29.3; Indiana,

8:47.6; Mississippi, 8:57.5; Fremont, 8:58.9; Iowa, 9:01.7; South Carolina, 9:02.4. (Tennessee's mark is also a New National Deaf Prep Mark.)

TEAM RESULTS: Texas 104, South Carolina 40 1/3; New Jersey 39, Tennessee 35 14/15, Kansas 34 1/2, Mississippi 33 1/3, Nevada (Las Vegas HS) 30,

Washington 26, Indiana 22 1/2; Illinois 21, Idaho (Gooding HS) 20 5/6, Georgia 19 1/3; Fremont 16 3/5, Oklahoma 16, Nebraska 16, Model 14 3/5, Maryland 14 1/2, New York 14, Riverside 12 1/2, Florida 11, Louisiana 11, North Dakota 10, Virginia 9 3/5, Idaho (Deaf School) 6, Oregon 4, Iowa 2, American 2, Wisconsin 2.

16th ANNUAL DEAF PREP GIRLS TRACK AND FIELD HONOR ROLL — 1983

100 METERS: Sherrie Jackson, Mississippi, 11.8; Cassandra Davis, Alabama, 12.2; Julie Green, Fremont, 12.2; Melissa Green, Fremont, 12.4; Paula Smith, Maryland, 12.80; Brenda White, Missouri, 12.81; Rhonda Ridley, Arizona, 12.82; Jackie Dan, Oklahoma, 12.83.

200 METERS: Sherrie Jackson, Mississippi, 25.1; Cassandra Davis, Alabama, 26.21; Jeanette Sanks, Georgia, 26.22; Julia Green, Fremont, 26.7; Rhonda Ridley, Arizona, 26.72; Melissa Green, Fremont, 27.0.

400 METERS: Jeanette Sanks, Georgia, 60.3; Lucille Dorsey, Alabama, 62.40; Rhonda Ridley, Arizona, 62.52; Lorraine Brown, New Jersey, 62.9; Stephanie Todd, Model, 63.0; Marie Page, South Carolina, 63.0.

800 METERS: Dianne Brendel, North Dakota, 2:26.1; Wanda Watts, South Carolina, 2:34.3; Becky Bonheyo, Fremont, 2:36.0; Nebo Stevens, Florida, 2:36.0; Tina Hall, Model, 2:37.11; Tamara Gaudet, Fremont, 2:41.3.

1600 METERS: Tina Hall, Model, 5:24.91 (New American Deaf Record); Wanda Watts, South Carolina, 5:37.7; Tamara Gaudet, Fremont, 5:51.7; Julie Homstreet, Washington, 5:58.5; Odessa Leeper, New Jersey, 6:07.6; Julie Bartee, Maryland 6:09.0.

3200 METERS: Tina Hall, Model 12:21.03; Tamara Gaudet, Fremont, 12:32.4; Reyna Soto, Fremont, 13:04.0; Odessa Leeper, New Jersey, 13:13.0; Wanda Watts, South Carolina, 13:16.0; Wanda Dannels, St. Mary's, 13:34.9.

100 METER HURDLES: Jeanette Richardson, Florida, 16.6; Monia Hudson, Georgia, 16.9; Fonda Folmar, Alabama, 17.17; Melissa Williams, South Carolina, 17.2; Rosa Macede, Riverside, 17.36; Debbie Anderson, Maryland, 17.4; Lulu Bower, Colorado, 17.4

300 METER HURDLES: Jeanette Richardson, Florida, 48.8; Maryette Green, South Carolina, 49.2; Debbie Anderson, Maryland 50.7; Jackie Dan, Oklahoma, 51.5; Lucille Dorsey, Alabama, 52.89; Sally Ripley, Kansas, 52.89.

HIGH JUMP: Aloua Keith, Georgia, 5-1 1/2; Abbie Carson, Georgia, 5-1 1/2; Sally Ripley, Kansas, 5-0; Marianne Nash, Alabama, 5-0; Allison Jones, New

Jersey, 5-0; Darlene Downing, Indiana, 4-10 ; Lisa Webb, Tennessee, 4-10.

LONG JUMP: Sherrie Jackson, Mississippi, 18-4 1/4; Noreen Miller, Alabama, 16-3; Melissa Green, Fremont, 15-8; Abbie Carson, Georgia, 15-8; Debbie Hayes, Kansas, 15-7; Maryetta Green, South Carolina, 15-5 1/2.

SHOT PUT: Janice Keehn, Colorado, 36-10 1/2; Lorraine Crawford, Florida, 33-1 1/2; Debbie Hayes, Kansas, 33-1 1/2; Dee Rapose, Western Pa., 32-10 1/4; Evelyn Wiggins, Riverside, 32-5 1/2.

DISCUS: Janice Keehn, Colorado, 117-3; Jeannie Beaton, South Carolina, 99-7 1/4; Angela McNalley, Model, 97-1; Marla Wieland, North Dakota, 94-10; Sylvia Garcia, Texas, 93-11; Karin Scribner, Maryland, 92-3 1/2; Kim Blou, New Jersey, 90-3.

400 METER RELAY: Mississippi (Lynn Hill, Sandra Little, Cassandra Greer, Sherrie Jackson), 51.2; Alabama, 51-52; Indiana, 51.6; Fremont, 52.0; South Carolina, 52.2; Georgia, 52.2

800 METER RELAY: Mississippi (Lynn Hill, Sandra Little, Cassandra Greer, Sherrie Jackson), 1:50.92; Fremont, 1:52.3; Maryland, 1:53.0; Iowa, 1:55.48; Model, 1:55.59; Texas 1:55.64.

1600 METER RELAY: Alabama (Carolyn Cardwell, Noreen Miller, Jean Stallworth, Cassandra Davis), 4:26.0; South Carolina, 4:30.20; Riverside, 4:30.24; Model, 4:30.3; Maryland, 4:30.7; Florida, 4:32.0.

TEAM RESULTS: Alabama 59 1/2, Fremont 58, Mississippi 50, South Carolina 50, Georgia 49 1/2, Model 37 1/2; Florida 33, Colorado 20 1/2, Maryland 17 1/4, Kansas 14 1/2, North Dakota 14, New Jersey 14, Arizona 9 3/4, Riverside 9, Indiana 6 1/2, Iowa 5, Oklahoma 4 3/4, Western Pennsylvania 4, Washington 4, Texas 3, St. Mary's 1, Missouri 3/4, Tennessee 1/2.

NOTE: The Triple Jump, Javelin and 3200 Meter Relay were not included in this "make believe" national meet, due to lack of competition. In high school competition, Pagan Thomsen of Washington did 112 feet in the javelin, while Cheri Caldwell of South Carolina, Barbara Bowden of North Carolina, Lisa Taylor of Missouri, and Alisha Bronk of Wisconsin leaped 35-7 3/4, 32-7, 32-6, and 29-3, respectively. ■

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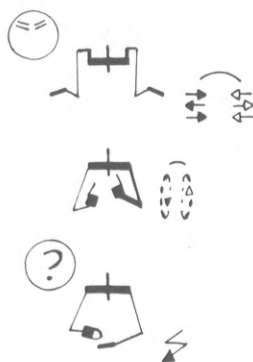
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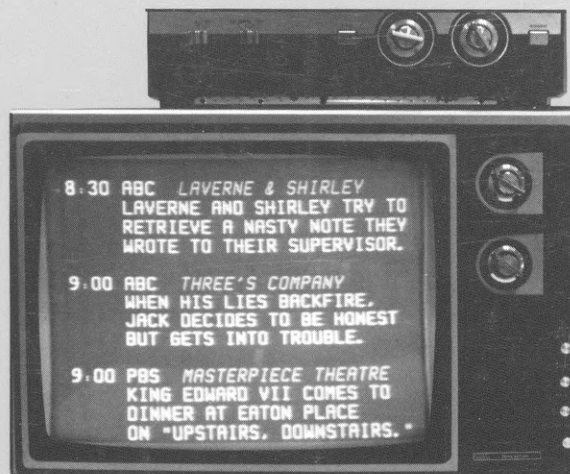


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